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ABSTRACT

During the 1972-1973 year the Leadership Training Institute (LTI) implemented a variety of program activities to improve training skills, to assess needs, and to package certain products for dissemination to the profession in general. Specific activities included training sessions, on-site visits, development of instructional materials, and planning meetings with key professional groups. LTI has also edited reports from Title II-B institutes for inclusion in ERIC. All of these activities are described in detail, and there is a specific section on evaluation which includes an internal assessment and description of training activities. Appendices include: training sessions participants, formats, agendas, and evaluation forms; correspondence; site visit reports; and information on the Reforma Conference and other LTI activities. (Author/LS)

July 1972

TO: Directors and Faculty
Institutes for Training in Librarianship
HEA Title II-B

FROM: Leadership Training Institute
Harold Goldstein, Director
Brooke Sheldon, Associate Director for Training
Dorothy Anderson, Associate Director for Program Coordination
Bene Durant, Field Coordinator
Nancy Hines, Secretary

RE: The LTI and YOU

Congratulations on receiving a grant for a library training institute!

Just in case you aren't sure what the Leadership Training Institute is, or how it relates to your institute—here is a brief introduction.

The **Leadership Training Institute** (LTI), also funded under HEA Title II-B, is under the direction of Dr. Harold Goldstein at Florida State University. In addition to the LTI headquarters in Tallahassee, Florida State University maintains an LTI coordinating office in Washington, D.C.

LTI differs from other institutes for training in librarianship in several unique ways.

We are **not** a training institute in the accepted sense of the term—that is: we have no scheduled academic program, no instructional staff, and no enrolled participants—rather, LTI is responsible for a number of different activities designed to identify and address library leadership training needs as expressed by institute directors and faculty as well as by a broader group of key library and media professions personnel.

LTI's Program Will Include:

1. *specialized leadership training programs geared to these needs, e.g.: evaluation, communications, etc.*
2. *preparation and distribution of leadership development materials in the areas identified above.*
3. *sharing of information between institutes, e.g.: problem solving techniques, strategies for effective communication, successful management practices, etc.*
4. *"meaningful" reporting on seminars or workshops where institute directors and faculties meet and discuss common and uncommon problems in subject areas such as the training of urban information specialists, paraprofessionals, media specialists, etc.*
5. *technical assistance to ongoing training institutes through site visits and consultations.*

Since all of us are asked to undertake an internal evaluation of our institute programs, it seemed valuable to have a down-to-earth guide to institute evaluation which we could all adapt to our own use without undue frustration. So LTI, with considerable input from previous institute directors and staffs, is preparing a practical planning and evaluation handbook for institute self-study.

The most common leadership Problem encountered in the institute programs seems to be **Communication**—between faculty and participants, project directors and the Office of Education, participants and field work supervisors, etc.

LTI will invite one library training institute to work with a communications consultant to develop a practical model for improving interpersonal and interagency communications within the institute and library framework. If we can develop some positive and useful tools to help you reach your objectives, we'll make the training and/or materials available to all of you.

As the year goes on we are eager to hear from any of you who have discovered or developed special materials which have been effective in your institute. We would like to share these with the other institutes.

ED 096980

narrative evaluation report on the

leadership training institute

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IR 001 161

The Florida State University – School of Library Science
Leadership Training Institute – Harold Goldstein, Director
July 1, 1972 – June 30, 1973

Contents

I. INTRODUCTION 1

II. NARRATIVE REPORT 2

A. Objectives 2
B. Participants 2
C. Staff 2
D. Program Activities 4
1. Coordination
2. Planning
3. Documentation (ERIC Project)
4. LTI Training Sessions
5. Site visits
6. Leadership Planning and Advisory Group Meetings
E. Product Development 8
1. Instructional Materials
a. COM-PAC
b. Planning & Evaluation Handbook
c. *Using Your Nation's Capital*
d. *Building Bridges to the Future*
e. *A New Direction for Libraries*
f. *Go People in Go Colleges*
g. *Helping People Cope*
2. Reports
3. Product Dissemination
F. Facilities 10
G. Consultants 10

III. EVALUATION 11

APPENDICES

A. List of Participants, LTI Training Sessions A-1
B. *Impact of HEA Title II-B Institutes in Librarianship* Dorothy R. McCarthy B-1
C. Sample Agenda–Training Sessions . . . C-1
D. Evaluation Forms–Training Sessions . . D-1
E. Examples of Correspondence from Participants, Professional Representatives E-1
F. Site Visit Reports F-1
Case Western Reserve University . . . F-1
Univ. of Wisconsin–Milwaukee F-2
East Tennessee State University F-4
Fisk University F-5
Calif. State University–Fullerton . . . F-6
North Carolina Central University . . . F-8
Burlington County College F-9
G. Internal Reports to II-B Directors and/or BLLR, USOE G-1
H. Recommendations–Future National Library Training Goals H-1
I. Leadership Training Checklist I-1
J. LTI Seminar on Library Paraprofessional Training–Agenda & Participant list . . . J-1
K. LTI Reforma Conference–Agenda & Participant list K-1
L. Advisory Meeting on Library Training Guidelines–Agenda & Participant list . . L-1
M. Use of CIPP Model in LTI Self-Study . . M-1
N. Format for Planning LTI Training Sessions N-1

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leadership training institute

Section I

Introduction

The rationale behind the development and funding of the Leadership Training Institute is both very simple and extremely complex.

For administrators in the library/media and information science fields, the unfortunate lack of management skills has reduced leadership effectiveness immeasurably. Training and experiences designed to increase leadership confidence and ability are rare and often perpetuate the status quo. At the same time there exists the somewhat natural aversion among humanists (as most previous recruits to librarianship have been) to study the science of management. Inevitably some excellent librarians reach postions of administrative responsibility without an understanding of sound management methodology. It is particularly for managers of HEA Title II-B institutes that the present Leadership Training Institute is designed.

Since taxpayers' money is the source of institute funding, another obvious reason for leadership training emerges. In educational circles "accountability" has become a key concept. In federally administered programs, funding must be contingent on continuous program evaluation and highly responsible management.

Under present conditions in the library world, the Leadership Training Institute must also be responsive to a number of changing needs as they are seen by leaders and other constituents in the library/media professions. This requires a great deal of operational flexibility and often results in modification of the Leadership Training Institute plan of operation.

These expressed needs, both obvious and complex, are addressed in a variety of ways within the constraints of the Leadership Training Institute's limited staff and financial resources and the time span of fiscal year funding.

Section II Part A

Objectives

The effectiveness of Title II-B programs will depend largely on the degree of impact they may have on library education in general so that the profession is equipped to meet the changing information needs of all clienteles.

The Leadership Training Institute has three major goals:

1. Improved leadership training skills for directors and staffs of federally funded library training institutes and other key library and media professions personnel;
2. Assessment and establishment of priorities for critical training needs in the library and media professions;
3. Coordination of such training activities with the Bureau of Libraries and Learning Resources, national advisory groups, library associations, etc.

During the year a variety of program activities were implemented to improve training skills, to assess needs, and to package certain products for dissemination to the profession in general. Specific activities included training sessions, on-site visits, development of instructional materials,and planning meetings with key professional groups. Each activity had its own specific objectives developed in relation to, and as steps in, reaching overall goals. All of these activities are described in detail in parts D and E of this report. There is also a specific section on evaluation (Section III) which includes an internal assessment and description of training activities.

Section II Part B
Participants

LTI differs from other institutes for training in librarianship in several unique ways.

We are NOT a training institute in the accepted sense of the term. That is, we have no continuous academic program, no instructional staff, and no enrolled participants. Rather, LTI is responsible for a number of different activities designed to identify and address library leadership training needs as expressed by institute directors and faculty as well as by a broader group of key library and media professions personnel. (See section D for full range of activities.)

A list of HEA Title II-B Institute Directors who, with their key staff members, participated in the LTI training sessions is appended. See Appendix A. It must be remembered, that members of advisory groups and other professional leaders called together by LTI were representative of most segments of the profession.

Section II Part C
Staff

1) *Director of the Institute*

Harold Goldstein, Ed.D. Teachers College, Columbia University, Dean and Professor, School of Library Science, Florida State University. Dr. Goldstein has had more than thirty years of library service and library education experience in the U.S. and abroad. *He committed 10 percent* of his time to the project in FY 1973.

2) *Associate Director for Library Leadership Training*

Brooke E. Sheldon, MLS Simmons College, 1954. Experience: 9 years public, 2 years special, and 5 years state agency. This associate director had full responsibility for the implementation of training programs. The Associate Director, under the guidance of the Director and working closely with the Bureau and the LTI Coordinating Office in Washington, arranged for evaluation and reporting on the LTI training sessions and training materials.

She was also concerned with the identification of leadership training needs and was jointly responsible, with the Associate Director for Coordination, for the development of training models.

This Associate Director also worked with consultants/panels/groups as they were concerned with training activities and the achievement of program objectives.

3) *Associate Director for Program Coordination and Implementation*

Dorothy Anderson, MLS, University of Washington, 1960. Experience: 5 years state agency, 5 years public, 2 years academic, 2 years ALA headquarters; including teaching library management and staff development.

This Associate Director's responsibility was to manage the LTI Washington Office and coordinate program activities. She provided liaison between the Bureau, funded institutes, the profession, and panels of experts.

Ms. Anderson supervised the Field Coordinator and provided general assistance to funded institutes.The Washington Office prepared and distributed reports and other materials.

Further, she coordinated with the Director, the Associate Director for Training, and other groups in planning program directions. Subcontractual activities necessary for leadership assistance to other HEA Title II-B programs were administered by this Associate Director, in cooperation with the Training Director, as well as contracts relating to short term training consultants, research assistants, etc. The Washington Office reported its activities to the LTI Director on a regular basis.

4) *Field Coordinator*

Bené Durant, MLS, Atlanta University, 1967, six years of public and academic library experience.

The Field Coordinator was responsible for site visits to on-going funded institutes to facilitate communications with institute directors, their staffs/faculties, and participants. She recommended assistance to institute directors and recommended the use of outside consultants when indicated.She was responsible for the editing of II-B reports for ERIC and conducted other research studies relating to training aids, dissemination reports, etc.

Ms. Durant assisted with other LTI activities in the Washington Office and reported to the Associate Director for Program Coordination.

5) *Secretary*—LTI Washington Office

Nancy Hines

Secretary—to LTI director—Tallahassee

Jaqueline Weenink

Section II Part D

Program Activities

1. Coordination

Due to the multiplicity and variety of tasks undertaken by the Leadership Training Institute and the expectations of many different levels of constituents,the coordination of LTI efforts has been extremely detailed and often difficult.

Coordination activities included participation in staff planning for training and materials development, reporting to U.S.O.E., participants and selected segments of the library media field; sharing strategies for effective leadership and problem solving techniques; hiring and working with consultants and specialists to produce specific training materials; disseminating these products; managing the LTI Washington office; responding to suddenly emergent leadership training needs as seen by The Bureau of Libraries and Learning Resources; communicating with participants, other library leaders, BLLR Regional Program Officers, and program managers; coordinating LTI staff activities, meeting arrangements; training sessions, workshops, seminars; and preparing recommendations for the LTI Director's consideration.

2. Planning

Initial FY 72-73 planning took place in July and August, 1972, and moved into the implementation stage *following* scheduled group meetings with each operating unit of the Bureau of Libraries and Learning Resources. It was understood that Leadership Training activities and materials could affect many library programs beyond Title II-B, and each BLLR division interested in improved leadership should have input and information. Plans for three fall meetings, site visits, materials development, dissemination and research (needs assessment), were then carefully developed in response to expressed concerns of previous participants and stated LTI objectives.

3. Documentation (ERIC Project)

A most serious information gap has existed between library projects funded by the U.S.O.E. and the library/media profession. For example, while reports and products from each HEA Title II-B institute are submitted to the Office of Education where they are studied by the program manager and other interested persons, no money or time is available to extract and disseminate useful information from these reports to current or prospective library educators, training directors, and researchers. LTI has undertaken the task of obtaining and editing these reports from the four years of HEA Title II-B institutes for inclusion in the Educational Resources Information Center's Library and Information Science Clearinghouse. They will then be available to library leaders who wish to learn about techniques and problems in training librarians at every level.

During the editing process, LTI Field Coordinator Bene Durant, who was responsible for the LTI/ERIC project, and consultant Dorothy Ryan McCarthy noted the special features, successes and failures in the reports. Mrs. McCarthy prepared for LTI a paper on the impact of Title II-B programs as seen in a sampling of 50 institutes. (See Appendix B)

4. LTI Training Sessions

In the planning and implementation of a great diversity of program activities, it was imperative to keep in mind LTI's primary clientele: directors

and staffs of federally funded institutes. To a certain degree almost every activity was developed as a step towards LTI's major objective: the improvement of training skills for directors and staffs and other key library and media professions personnel.

In designing and implementing actual training institutes or workshops for this clientele, there were two major factors to be considered:

a) The minimal amount of time available to institute staffs to attend formal training sessions;
b) The difficulty of planning learning experiences useful to Institute Directors and staffs involved in widely variant programs on a variety of levels.

Needs:

In planning for the training sessions, the LTI staff had several sources of information on which to base program decisions. The participant evaluations of previous training sessions were consulted, as well as the site visit reports of the LTI Field Coordinator. Personal contact was also made with most of the Institute Directors concerning training needs.

All of this contextual information pointed up priority training needs in the areas of planning, on going evaluation, and communication skills. Other concerns related to motivation of students, use of AV materials, curriculum planning, general management, etc.

Operational Plan:

Having assessed priority training needs, it was decided that a more relevant training experience could be provided through dividing participants into smaller groups by type of institute. Accordingly, three-day programs were organized for Atlanta (Urban Information), New Hampshire (Paraprofessional Training), and Denver (Media Specialist).

The objectives of the meetings were:

1) Apply management, planning, and evaluation theory to specific Institute problems;
2) Preview and evaluate components of a communications training program developed for LTI (See Section E.T.a.);
3) Provide opportunity for Institute staffs to problem-solve through sharing information;
4) Review input for a final draft of an evaluation handbook developed for use in the training sessions, and for later use as a training aid for institute directors and staffs and other library trainers.

All currently funded institutes were represented except one (faculty illness). Additionally, several key educators and/or librarians in the areas of urban information, paraprofessional, amd media specialist training were invited to attend the appropriate institute. Approximately 75 persons, including staff, USOE representatives, and other observers, participated. The Associate Director for Coordination, Field Coordinator, Training Director, and Director actively participated in all three sessions.

The program format used was similar in each session. (See Appendix C). The first day was spent on a communications seminar in which Concern Group, Inc. presented lecture, audio-visual presentations (utilizing institute students and faculty at Case Western Reserve University) illustrating the theory of Transactional Analysis. The second and third days were devoted to management-evaluation techniques, with one block of time reserved for input from students in the Institutes.

A discussion of how effective the training sessions were in improving planning and evaluation skills, exchanging information, and in illustrating applications of transactional analysis to communications problems in library training is contained in Section III. (Also, see Appendix D for sample evaluation forms.) In addition, letters from participants (see Appendix E) provide some informal insight into participant response.

5. Site Visits—technical assistance—(see Appendix F for individual reports by LTI Field Coordinator)

In addition to providing technical assistance to II-B institutes on request, LTI staff was also available to conduct small on-site workshop sessions in leadership areas such as communication. (See Appendix G.) The LTI Field Coordinator requested recommendations on Future Training Needs from Institute Directors (Appendix H) and gathered information on current training needs. See *LTI Checklist*. (Appendix I)

6. Leadership planning and advisory group meetings

a) Advisory Committee on Paraprofessional Training.

An LTI Advisory Group met September 18-19, 1972, in Washington to discuss the state of Library paraprofessional training and to provide the Bureau of Libraries and Learning Resources with information necessary to the development of HEA Title II-B guidelines for fiscal year 73-74. The group, chaired by Dr. Harold Goldstein, LTI Director, was representative of the broad spectrum of library involvement with paraprofessional training and utilization. A paper by Dr. Dorothy Deininger formed the background for consideration of current training priorities.

The group expressed strong concern for the strengthening of teachers and instructional materials used in paraprofessional programs. Another major area of discussion centered on the national standardization of Library Technical Assistant programs which lead to the AA degree.

The concept of differentiated staffing as outlined in the ALA statement on Education and Manpower was confirmed by the Advisory Group, and concern was expressed that state personnel boards should incorporate these positions into their personnel structure.

For agendas and participant lists see Appendix J.

Reforma meeting

A significant component of the Leadership Training Institute's objectives is to cooperate with key professional groups in coordinating efforts, assessing needs, and when appropriate, lending assistance.

b) REFORMA, a group of professional and non-professional librarians concerned with improving library service to Spanish Speaking Americans, asked LTI to sponsor and help organize a meeting to meet the following objectives:

1. Formulation of an action program for the group.

2. Complete plans for a program meeting at the American Library Association Convention in Las Vegas, June, 1973.

Ten key members of REFORMA met with LTI staff in Fort Worth, Texas, April 6 and 7, 1973. The first objective of the conference, formulation of a

PP. 7-10 WERE [redacted] MISSING FROM THE DOCUMENT THAT WAS SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

2) Advisory Groups

See appendices J and L for members of Paraprofessional Training, Leadership Planning, Training Guidelines, Meeting Agendas.

Section III. Evaluation—Part A

Self Study

Since a major portion of the training provided by the Leadership Training Institute dealt with methods of improving evaluation skills for directors and staffs of all Title II-B institutes, it seems extremely appropriate that this report describe and assess to what degree these evaluative techniques were tested and practised by the LTI staff in its own program.

In addition to three training sessions primarily concerned with planning and evaluation, the LTI also developed and published a handbook or guide to evaluation for library trainers, *Planning & Evaluating Library Training Programs* (available under separate cover). The handbook is not intended to set forth a definitive method of administering and evaluating training. Rather it is, as the LTI Director stated in the foreword, to be "used as a guide rather than a final answer."

In the training sessions, as in the handbook, an emphasis was placed upon the need for clear organizational objectives based on maximum input from staff, students, and advisory groups as a primary means of achieving results and improvement of training programs. The handbook also stressed the importance of providing relevant data for the decision making process and suggested a number of techniques for changing and modifying courses of action in midstream.

The concepts presented include references to a number of evaluation models as well as descriptions of a number of management systems and techniques. There is, however, a definite emphasis on the CIPP model developed by Dr. Daniel Stufflebeam at Ohio State University. CIPP (an acronym for Context, Input, Process, and Product type of evaluation) is an evaluation model that has been widely presented to librarians, chiefly through a year-long Title II-B institute conducted in 1971-72 for state library agency heads and planners.

The CIPP model defines evaluation as "the process of delineating, obtaining, and providing useful information for judging decision alternatives."

In the CIPP model, there are four general types of decisions which must be made during a project (or training program). These are:

1. Planning decisions which determine needs, priorities and objectives (CONTEXT)

2. Structuring decisions which analyze and select strategies or courses of action to achieve the objective (INPUT)

3. Implementing decisions which occur as the program progresses (PROCESS)

4. Recycling decisions which relate to the extent the program has achieved the objectives and decisions that are made whether to continue, modify, or terminate a project (PRODUCT)

Appendix M of this report uses an adaptation of the CIPP model to indicate to what degree the LTI "practised what it preached" in its internal planning and evaluation procedures. An overall assessment of the on-going and final impact of the Institute is described by the outside evaluator, Dr. Donald P. Ely (a report available under separate cover).

Alvin Goldwyn, Director of Institute program in Urban Library Service Case Western Reserve University, talks with a child at a community agency where students do field work.

Appendix A

Leadership Training Institute For Directors, Staffs of Urban Information Institutes

Florida State University
Atlanta, Georgia

January 17-18-19, 1973

Participants

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Atlanta, Georgia

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Columbia University
New York, New York

Penelope Bullock
Atlanta University
Atlanta, Georgia

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Nashville, Tennessee

Jean Coleman
Columbia University
New York, New York

Hiram Davis
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Evanston, Illinois

Alvin J. Goldwyn
Case-Western Reserve University
Cleveland, Ohio

Roger Mae Johnson
Case-Western Reserve University
Cleveland, Ohio

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Atlanta University
Atlanta, Georgia

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Atlanta, Georgia

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Atlanta, Georgia

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Chicago, Illinois

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Leadership Training Institute For Directors, Staffs of Paraprofessional Institutes

Florida State University
Bedford, New Hampshire

January 24, 25, 26, 1973

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Leadership Training For Directors, Staffs of Media Specialists Institutes

Florida State University
Denver, Colorado
February 7, 8, 9, 1973

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APPENDIX B

Impact of HEA Title II B Institutes in Librarianship

Dorothy R. McCarthy

This report is the result of a survey of the narrative evaluations of 50 institutes for training in librarianship conducted during the years 1968-69, 1969-70, 1970-71, and 1971-72 as written by directors of the institutes. It includes both summer and academic year institutes, the latter both part-time and full-time. Of the 32 summer institutes, 16 were designed for school librarians only, 12 were for either school, public, or academic librarians, three were for academic librarians only, and one for persons holding responsibility for training librarians. Of the 11 academic year part-time programs, six were for school librarians, and five were for any type. All six of the degree-granting full-time academic year institutes were designed for school librarians.

The 50 institutes were conducted under the auspices of a variety of institutions of higher education located in all parts of the country. Twenty-two were held at accredited library schools; 28 were held at other institutions offering some preparation for librarianship at the graduate level. The geographical distribution included five on the east coast, 19 in the southeast, 12 in the mid-west, three in the southwest, and 11 in the west including Alaska and Hawaii.

It is apparent that no definitive statements can be made on the impact of the some 240 institutes held during this four-year period on the basis of reports on only 50 of them. However, it is believed useful to examine the directors' reports of this representative sample to determine what have been thought to be elements of success and failure in the institutes, and to make some generalizations about the usefulness of the institute program to the schools and librarians involved. The following questions will be considered in this report:

What educational features of institutes developed during these years of federal support for library training proved to be useful and can be expected to continue in the future?
What has been learned of the uses of group dynamics in library continuing education?
Can a successful set of logistics for institutes be identified which will be useful to future directors of such programs, whether federally funded or not?
What comparisons can be made between short-term summer institutes and part-time academic year institutes?
Does the academic year institute which results in a graduate degree seem to accomplish the specific goals set for it in the original proposal?
What patterns of library cooperation have been established through federally funded institutes?
Are there other permanent results on the library schools themselves?
Finally, what activities might be useful in the future? Will follow-up of participants provide material for significant research studies in library education?

Perhaps a definition of the type of program being considered will provide a focus for the consideration of the above questions. A recent article on short-term institutes written by a director of several, makes a comparison of the term "workshop" with "institute", in this way:

> The institute . . . concentrates on the achievement of a long-range effect. Its primary emphasis is theoretical; its secondary emphasis, the pragmatic application of explicated theory, with or without direct participation . . . The successful design, implementation, and evaluation of institutes presupposes functional acceptance of the basic assumption that an institute should represent a *distinct and totally definable entity* rather than being merely an excerpt, extension, or adaptation of an established course in the curriculum of a professional school, or an exposition of "how I do it good" in any particular system, agency, or state.[1]

In the conferences held for directors in prepraration for forthcoming institutes, the point was often made that the institute should be something more than could be done in the normal academic program. It should be a fully coordinated program with a specific goal and with a homogeneous group of participants selected because they could benefit from the particular emphasis. Few, if any, visitors should be allowed and the participants should all devote full time to the institute for its duration. The work should upgrade the knowledge of already knowledgeable participants. Objectives should be clearly stated in the advance brochure and both participants and staff should know what they are expected to accomplish and by what means. The group should remain together for the

1. Jane A. Hannigan, "The Short Term Institute: A Vehicle for Continuing Education", *School Media Quarterly* 1:194. (Spring 1973)

duration in both formal and informal activities. There should be sufficient staff members to work closely with students in small groups in an advisory capacity so that individual needs can be met.

Educational Features of Institutes

With the above definition and goals in mind, the summary evaluations written by institute directors were examined for evidence that some innovations in library education were made.

One comment that recurs in the summaries is that an enthusiastic climate of learning was established at the start of the institute and congeniality of participants was a strong factor in its success. The very fact of selection by a committee for participation in the program seemed to engender self-confidence and readiness to learn in the group as a whole. At times, when grades were involved, competition became severe and the camaraderie was lost. Some institute directors came to the conclusion that a pass/fail system would be preferable to a letter system of grading. This trend is increasing in higher education today.

Good teaching is essential in any learning situation. The opportunity to bring in outstanding consultants and lecturers to supplement the regular institute faculty contributed to the success of many institutes. They brought a larger view of the profession, considerable expertise in many aspects, and favorable publicity to the library school. An awareness of activities in other libraries that might be successfully employed in the libraries of the participants was created. Often the visiting consultants used locally produced tape/slide presentations which gave reality to the work they described. In few cases was there unfavorable criticism of a visiting professional lecturer or consultant in any institute. They were chosen wisely and they performed at a very high level.

Another feature of many institutes was the field trip visit to exemplary media centers and libraries. Money was available to take the entire group on such visits with accompanying faculty members to interpret and evaluate the programs. Although generalized field trips have been included in library school experiences for many years, the institute field trip with a specific goal was different. It resulted in integration of the theoretical and experienced-based learning in a short period of time, especially in localities which had distinctive libraries. Interaction seminars were often held following the visits, with students and faculty discussing what they had seen. In fact, the follow-up was sometimes considered the most useful feature of the trip.

Self-instructional components were developed which served to individualize instruction and resulted in practical use of the information presented to the larger group. Most institutes exacted some type of project from each student. As directors became more experienced in conducting institutes, they tended to announce this feature in advance so that participants came with individual problems in mind, clarified and defined their needs during the institute, and produced a guidebook or bibliography or outline that would be useful in their libraries. In at least one institute, a pattern of continuing education was developed by each participant. In another, with no formal classes but group work in mini-units selected by participants, the projects were not individually undertaken but done by four or five persons working together. A "how to" manual was compiled by one group on the needs of Mexican/Americans or Indians in the upgrading of library programs. There is evidence that considerable experimentation was done at this level with new learning materials and methods and that some of the completed projects would be useful to other libraries than those for which designed. If possible, these projects should be made available through ERIC/CLIS.

In many of the academic year full-time institutes, a practicum was a distinctive feature. Participants were assigned to work in a particular library or system for a concentrated period of time ranging from one week to a month or more under the combined direction of library staff members and institute faculty. They were expected to learn from the association with effective librarians on the job as well as to contribute their knowledge gained from previous course work. In general, the host librarians felt that the libraries benefited from the experience. The enthusiasm of the participants was in most cases very high. The practicum required considerable time for planning and evaluating but the results were good. Some directors reported that the practicum had since become a regular part of the library school curriculum.

Participants in short-term institutes also expressed the wish for more practice and less theory. The publication of the 1969 ALA *Standards for School Media Programs* coincided with the planning of institutes for school librarians during these four years. This created a new awareness of the need for expertise in the use of audiovisual equipment and the knowledge of materials available. Many of the institutes for school librarians were planned to meet this need. Their schools often had equipment available that was not being used and the librarians assumed that they would gain practical knowledge at the institute that would enable them to make use of it with teachers. Money was available for instructional materials in the institute budgets and commercial producers of materials solicited the opportunity to lend or give their products. Thus the participants had ready access to both equipment and materials. Their most common complaint was that not enough time was available to use them during the institute day. Most students wanted

a how-to-do-it short course in the use of equipment. They seldom received it. Some directors kept the audiovisual labs open in the evening and presented film programs, but novices in the use of equipment did not get the instruction they wanted. The definition of an institute quoted earlier is applicable here. It concentrated on a long-range effect and the emphasis was theoretical. Time for practice was not often available in short-term institutes.

Human Relations

The era of federal institutes also coincided with a period of increased emphasis on group dynamics. In several summary evaluations there were references to the use of staff who had some training in this field, and in others there was expressed a felt need for more knowledge on the part of the director. The fact that participants were selected for certain specific qualifications meant that a degree of homogeneity was thought to be achieved. They were offered a planned program—however structured or unstructured—that should give them further commonality. The time and location of the institute kept them together as a group. The voluntary participation made for a positive reaction to the program. It remained, then, for the leader to achieve first-hand acquaintance with them and for students to get acquainted with each other to form a cohesive group.

As in all endeavors involving human beings, the members of the group did not always react as expected. Despite the beginning enthusiasm and hopeful expectations, the orientation period including introductions, a social hour, statements of purposes and goals, the group did not always achieve total communication. Speakers on interpersonal relations and sensitivity training were employed in some institutes and demonstrations of principles involved in group dynamics were presented. The reaction to these efforts was favorable.

Institutes, it has been said, were a composite of many things, experiences, and people. They involved atmosphere and environment, inspiration and challenge, and an opportunity for exchange of ideas and experiences. Most institutes did not succeed in recruiting the full number of participants with the qualifications sought. Candidates with different backgrounds were accepted. Sometimes the mix proved advantageous.

Most directors reported one or two misfits who criticized the program, usually without constructive suggestions for improvement. Some reported two or more factions developing, particularly in the academic year institutes, which tended to destroy rapport between students and faculty, as well as among the participants themselves. It was essential that the director have knowledge of methods of group dynamics as well as a sense of humor. In addition, it was useful to have an educational psychologist on the staff, or at least to have access to one in the continuing program. The group reaction to such staff members in some instances was dramatic. Librarians need to work with other special services personnel in many areas, and one of the most essential is in group dynamics.

One institute made an effort to teach librarians working with the underprivileged and emerging community to conduct formal and informal training experiences for the staff. Methods of interpersonal communication, group dynamics, and group encounter exercises were used, videotaped, and followed up through mini-institutes held later. Intense introspective analysis was done on participants. They were enthusiastic in their evaluations of these features.

Another aspect of human relations which should be mentioned is the high degree of success noted in achieving integration among blacks and whites, Mexican/Americans and Indians, and persons with differing religious beliefs. Among strengths of the institute program most frequently noted by participants was the opportunity to get to know and appreciate persons whose race, religion, and culture were different from their own. It was gratifying to the director that applications came from qualified librarians of varying background and that they were able to achieve understanding in mixed groups. "A good mix" among participants was sought, particularly in the institutes emphasizing service to the disadvantaged. One program promoted scholarship in black culture for 25 librarians interested in developing collections by and about the Negro. Another trained Indians for professional service as media specialists, after considerable difficulty in recruiting them. They were reluctant to undertake a full year of study in an area entirely unknown to them. Increasingly positive attitudes were displayed as the staff worked with them,and nine Indians received degrees at the end of the year.

An academic year institute in Indiana planned to provide 30 places for elementary school librarians to achieve master's degrees in media included eight participants from Alabama, six from Indiana, six from Utah, and one each from Minnesota, North Dakota, Nebraska, and Florida. The interracial experience in this group was considered as important as the professional knowledge gained. For seven of them the degree provided entry into the profession. Others were already working as librarians, but they probably could not have gone to graduate school without federal funds. An institute in South Carolina designed for para-professionals in school and college libraries guaranteed employment in sponsoring institutions within the state. All participants except one were black. They were serious and cooperative students and many of them were inspired to continue their education at a higher level.

In Colorado the multi-media approach to library service for the Spanish-surnamed and the Mexican-American was emphasized in an institute in which "feeling-understanding" was the goal. Films and discussions did lead to greater understanding among Anglo and Spanish teams which produced plans to be implemented back home. In Oklahoma, an institute was held to increase the use of libraries by Indians by improving the librarians' understanding of their needs —social, economic, and academic. The staff was part Indian and one Indian participant enrolled. Such programs as these brought about effective group work.

Logistics

The area of logistics is one in which certain specifics can be set forth as contributors to a successful institute. Directors were unanimous in their belief that an early announcement date was desirable, followed by a definitive brochure setting forth goals and objectives, criteria for selection of participants, deadlines, and stipends. USOE guidelines were most helpful in preparation of the proposal and subsequent brochure, though announcements of funding usually occurred later than was desirable. Directors found it necessary to approach potential faculty, consultants, and lecturers on a tentative basis at the time proposals were written, rather than waiting until funding was assured. It was not possible to announce the program to the public at the time of application, of course. Thus it proved difficult to recruit a desirable number of candidates who met the criteria and could arrange schedules to accomodate the period of the institute.

Most directors felt that the timing of the institutes was about right. Summer programs usually coincided with summer school schedules and those for the academic year with the normal school year. Some felt that the short-term on one to three weeks was not long enough and almost all admitted that they tried to crowd too much into the period. Participants usually felt that not enough free time was allowed for digesting the lectures, for examining materials, and for taking advantage of library and community resources. Some felt that social events were an unnecessary intrusion on valuable time, although this was one means of drawing the group together at the beginning of the institute. Sometimes the staff tried too hard and the participants not hard enough to justify the time and money provided for an institute. There was a tendency to "throw the book at them" in the first few days of a summer institute with the result that participants rebelled and it took some time to come to a reasonable understanding of the amount of work to be done. In spite of this, the summary reports evaluate the total accomplishments of the institutes to have been high.

The number of places offered in most institutes was between 20 and 30, although some ran as high as 40. The best number depends on local physical facilities as well as the length and nature of the program. Probably 25 to 30 is best in most places. It was found necessary to disperse the visiting consultants throughout the institute. Sometimes too many were scheduled within one week, usually at the beginning, and participants felt they could not make the most of their presentations. Field trips were another feature which required special scheduling. Usually they occurred after some initial study and discussion and before the last week of the institute. Participants were pleased with this arrangement.

Although many institutes were open to librarians from all parts of country, geographical distribution of participants tended to be regional. All seemed to draw several local participants even though brochures went to many states. Usually directors offered alternate places to local residents at the beginning, and tried to recruit first from a distance. When there were dropouts near registration time, the local alternates were offered places. This tendency to form a regional group was a matter of convenience, and did not affect the work of the institute in any great degree.

Summer Short-Term vs. Academic Year Institutes

Although the proportion of summer to academic year institutes was two to one in this sampling, it is clear that some conculsions as to the comparative success of the two types can be drawn. In general, participants and staff seemed to find the short-term program more conducive to the accomplishment of the goals described. A five or six week program could be structured to fit a particular purpose and the results seem to be more easily observed. Most librarians find it easier to get away from their normal work and living conditions in the summer. They are accustomed to undertaking summer study and view it as an opportunity to learn new techniques relevant to their work.

In the academic year part-time institute, on the other hand, it was necessary for some persons to travel long distances on week-ends to be present for the sessions. The time lapse between sessions meant that they lost the enthusiasm engendered by working together consistently. There was little time to examine materials provided or to discuss the lectures presented. The projects they were expected to complete required more careful planning of time to take advantage of consultation with faculty of week-ends. There was no opportunity to present projects to the group as a whole so that all could benefit from the work of individuals. There was sometimes difficulty in arranging suitable space for the week-end sessions on campus.

In spite of these problems, the directors of the 11 part-time academic year institutes found that partici-

pants were usually regular in attendance, industrious, and appreciative of the opportunity to do graduate work without interrupting the normal work week. One institute held on Saturdays upgraded competencies in collection building for 35 school librarians within a 100 mile radius of the site. Another was a planning institute for a model curriculum in library service to the disadvantaged which involved faculty from the School of Social Science, the State Department of Education, and the local public library, as well as from the library school. The part-time basis was most convenient for these people, and the planning done by them has resulted in a full-time academic year institute on the subject of library service to the disadvantaged.

Some of the part-time institutes were follow-ups to summer institutes in which the participants had been together for a five or six week period and had made a beginning on projects to be completed during the year. These seemed to be useful, since follow-up is one of the seldom achieved goals in institutes. Unless a definite plan of follow-up is written into the proposal and budgeted, it is not likely to occur.

Finally, the summaries of the six degree-granting academic year institutes for school librarians were examined as a separate group because their goals, logistical problems, and end results seemed to differ from the others. It was here that the problem of recruiting qualified applicants seemed to be greatest. Only one was conducted by an accredited library school and that one enrolled only eight persons from a possible 20. It was at the sixth-year level with much opportunity for independent study and research and an excellent faculty. The director recommended that future OE funds support only short-term workshop-type institutes and use fellowships for academic year degree-granting programs.

The directors of the other five year-long institutes were more successful in recruitment because qualifications for admission were not so high and perhaps the need for training was greater. Participants were teachers or school library and with the bachelor's degree and usually some experience, who wanted the master's degree and saw this as an opportunity to attain it without great financial sacrifice. Some were able to obtain leave of absence. Others wanted to change jobs. There were 20 or 30 in each program and almost all of them did achieve their goals. Under the then-existing fellowship award policies, not many of these people could have been granted fellowships at the schools they wished to attend. Thus, these institutes met a need in the public schools. They also served to give prestige and impetus to the library service curriculum in the unaccredited schools by providing additional faculty, instructional materials, and consultants. At least one of the schools has now reached the point of applying for ALA accreditation. In all of them new courses were developed, and old ones improved for the benefit of all students.

Patterns of Library Cooperation

Three areas of cooperation were noted: 1) among various types of libraries, 2) among practitioners and teachers of librarianship, and 3) among agencies at the state and local levels. The first usually occurred in institutes for workers with children and young adults for which both school and public librarians were eligible. In some cases an effort was made to pair a school librarian with a public librarian from the same system so that projects for local use could be developed jointly. This was successful in the few places in which it was possible, but public librarians found it difficult to obtain leave of absence in the summer. In an institute on materials for use in drug education, the plan to pair school and public librarians was changed to combine school and academic librarians because not enough public librarians applied. An institute on early childhood education which included both school and public librarians was preceded by a survey of public library services for children in the state. The goal was to expand the library school curriculum to meet the needs discovered. Another institute brought together 40 people from state, large public, and academic libraries to consider the adaptation of principles of program planning and budgeting to libraries. All participants were administrators or business managers with responsibilities for budgeting.

All institutes achieved some degree of cooperation between practitioners and library educators because they brought practicing librarians to the campus for study. The frequent use of outside consultants gave both students and faculty exposure to outstanding persons working in the profession whom they usually encounter only in print or at conventions. The fact that so many participants objected to overcrowded schedules which did not allow enough time for discussion with the consultants indicates the value of such exchange. It was, indeed, one of the most significant benefits of the institute program.

Cooperation among agencies occurred in several ways. Directors of school library institutes sought help from state school library supervisors both in recruiting applicants and in lecturing or teaching. Visits to state agencies were often made. One institute which explored the library's role and responsibilities in the national Right to Read effort drew supervisors and coordinators from four states. They were trainers of public and school librarians who came from state agencies, state departments of education, public libraries, and institutions of higher education. Another institute provided state school library supervisors and audiovisual coordinators two weeks of discussion of state plans for implementation of the 1969 ALA *Standards for School Media Programs*. They viewed national trends in the curriculum and teaching

methods, pinpointed basic financial problems, and were made generally aware of the power they could generate in their home states.

Conclusions and Recommendations

From reading 50 summaries of a variety of institutes held during the four year period in which federal support of library training was at its peak, this reviewer makes the following conclusions and suggestions:

The short-term institute designed for a specific group of librarians with a common purpose seemed most successful. It can be used as a model for continuing education programs for librarians in the future.

Most institutes attracted participants from the region in which they were held. Regional planning in the future should include continuing education programs.

The library school usually gained as much from the experience as did the participants. Several schools received more than one grant and the directors achieved considerable expertise in planning for continuing education.

Librarians and library educators cooperated in the planning and execution of institutes to prepare personnel to meet identified needs of the profession, with the result that hundreds of librarians are now better prepared to do their jobs.

In addition to the above, it should be noted that much research material is available in institute reports that can be used to suggest new patterns for library education in the future. Many of the directors admitted insufficient or inadequate planning for follow-up had been done. Although some use of the files at OE has been made by graduate students working on theses or dissertations, there is still need for concentrated effort to discover what has happened to participants since their institute experiences. It would be interesting to know what use has been made of the projects developed, whether the work plans have proved successful, what follow-up questionnaires have been sent by the library schools, and with what results, and what courses added to the curriculum have survived.

Perhaps a personal note on the four institutes with which this writer is most familiar will give direction to the remarks on follow-up. The following comments were made in response to a questionnaire from a doctoral candidate regarding the post-institute phase of the programs. They may be representative of answers given by other institute directors.

On July 10, 1970, a questionnaire was sent to all former participants in institutes for school librarians at the University of Tennessee. This included 60 participants in two five-week summer programs in 1966 and 1967, and 40 participants in two academic year full-time institutes in 1968-69 and 1969-70. A second letter was sent in December, 1970, to those who had not responded. The following percentages of return resulted: summer, 1966, 55%; summer, 1967, 52%; academic year, 1968-69, 89%; academic year, 1969-70, 60%. The object of the questionnaire was to discover what contribution participants then felt the institute had made upon their subsequent work. A summary of comments made by graduates of the two academic year programs follows.

Ten of the participants returned to school libraries, but not to the supervisory positions for which they had prepared; two did assume supervisory positions in school systems, and four took work in academic libraries. One chose not to work because of family responsibilities.

Among the activities deemed most useful by these graduates were bibliography courses, field trips to school libraries, the practicum, and reading guidance. In general comments, they indicated that the work of the institute was applicable to their present jobs, that participation had increased their self-confidence, that shared experiences of students and faculty were significant, and that the faculty had been inspiring.

The questionnaire was distributed to this group in August, just before they left the campus, and they were asked to wait until they had been on the job two or three months before replying. Eight of them had not replied six months later. Of those who did reply, ten were working in school libraries, one in a special library, and one in an academic. Their comments were that the institute added to their appreciation of the profession. They considered the reading guidance course most valuable, along with mass media, audiovisual production, and the practicum. Most of them said that some aspects of the institute were proving helpful in their present jobs, many said they felt more confident and could talk more intelligently with their colleagues about new ideas and concepts in education. Several were starting new phases or programs in their schools based upon ideas they acquired during the institute.

This example of the use of a follow-up questionnaire in one school illustrates the kind of reaction that might be available from the hundreds of librarians who took part in federally supported institutes during the years in which money was available for them. Some beginnings have been made with all these programs. Some experiments tried have proved to be useful; others have not. Severe reduction of the institute program after a brief period of trial and error might be considered a waste of funds that have been expended, except for those participants who are now making a greater contribution than would have been possible without the training. Many directors' reports answer this question about follow-up with the sentence: "Only time will tell whether the program was a success or a failure." If time and funds were now made available, there could also be a research value to the institute program.

Appendix C

Leadership Training For Directors, Staffs of Urban Information Institutes

Atlanta, Georgia
January 17, 18, 19, 1973

Hosts: Atlanta Public Library, Carleton Rochelle, Director
Atlanta University Library School, Dr. Virginia Lacy Jones, Director

Agenda

Wednesday, January 17
Atlanta Public Library (Second Floor Meeting Room)

9:00	Registration
9:10	Welcome and Remarks, Dr. Virginia Lacy Jones
9:15	Institute Overview/Objectives, Brooke Sheldon, Training Director, Leadership Training Institute
	Communications Seminar
9:20	"Recent Concepts in Communications"–Dorothy Anderson, Associate Director for Coordination, LTI
9:30	"Transactional Analysis"–The "I'm OK, You're OK" Theory–Gary Allen, Concern, Inc. Introductory Exercise Parent data
10:45	Coffee and discussion
11:00	Child, adult data Transactional patterns Applications for training
12:00	Slide tape presentation–discussion
12:30	Lunch
1:30	"Analyzing Communications Patterns"–Video-tapes made by students-faculty at Case-Western Reserve University Discussion Moderator: Dorothy Anderson, LTI, with commentary by Alvin Goldwyn, Roger Mae Johnson, and Rae Rohfeld, Case-Western Reserve. Participant Discussion.
3:00	Film: "Transaction"
3:30	Evaluation by participants of communications tools

Thursday–January 19
American Hotel, Inman Room, lower lobby

9:00	Harold Goldstein, Dean, Florida State University, School of Library Science, and Director, Leadership Training Institute–Remarks

Management/Evaluation Seminar

9:05	Overview and Seminar Objectives–Goals Exercise
9:30	"The Institute Director as Manager"–Brooke Sheldon, Associate Director for training, LTI
9:45	"Evaluation as a Continuing Process'–Ken Eye, Ohio State University
	A. Where are you in Evaluation?
10:30–Coffee	B. Planning/Evaluation as a Continuous Process–the Theory
	C. Applications for Training
12:30	Lunch
1:30	Workshop with Evaluation handbook draft–Brooke Sheldon, Ken Eye
2:30	Topics for further discussion (at option of participants may include:
	Milestone selection
	Program Modification
	Alternatives selection
	Criteria establishment
	Objective tree
	Behavioral objectives

Friday–January 19
American Hotel–Inman Room

9:00	Application of the theory presented to specific training problems:
	Problem presentation:
	. . . Ella Yates, Administrative Coordinator, Atlanta Public Library
	. . . Howard Thomas, Student, Atlanta University Institute
	. . . A participant (volunteer or to be drafted) presents one training problem evidenced in *this* Institute (for analysis)
10:45 Coffee & Discussion	Evaluation Simulation Exercise: Ken Eye, Brooke Sheldon, discussion leaders; participants test effectiveness of model in problem solving/planning related to the three problems presented.
	Participants suggest LTI followup of meeting–other training needs.
	Participants Evaluate Management/Evaluation Seminar
Noon	Adjourn

Appendix D

Input for Communications Seminar

Section I

The session opened with an interpersonal relationships introductory exercise. Please comment on its value as:

(a) Introduction to the subject of transactional analysis
_____very valuable
_____moderately valuable
_____of little value
_____of no value

(b) A device to involve the group–ice-breaker, etc.
_____very valuable
_____moderately valuable
_____of little value
_____of no value

(c) Do you feel that it would be useful in your own institute among students-faculty?
_____very valuable
_____moderately valuable
_____of little value
_____of no value

Section II–Theory presentation

The concepts presented were: _____familiar _____non-familiar

The material presented was: _____valuable and interesting _____about right
_____too technical _____too simple

The relationship of the theory of transactional analysis and its application to my work as a training director/teacher were:
_____clearly apparent
_____fairly apparent
_____obscure

Please comment:

As a tool to improve communications, transactional analysis as outlined would appear to have the following potential. Please comment specifically:

Section III–Materials

Note: materials for the LTI Communications program, as presented here, are not in final form, so your specific recommendations for strengthening the program are encouraged.

(a) The slide tape presentation and the vocabulary of transactional analysis. As a teaching tool to be used in the communications program, I consider it:

_____very useful
_____useful
_____of little value
_____of no value

Comments:

(b) The film presentation "Transaction" is intended to describe and exemplify the communications process. As such can you suggest examples of dialogue which reveal communications problems in library service?

Comments:

(c) The afternoon video-tape role play by Case-Western Reserve students faculty as a basis for analysis of communications patterns was:

_____very valuable
_____moderately valuable
_____of little value
_____of no value

Comments:

(d) The discussion of communications patterns as related to actual training problems was:

_____very helpful
_____moderately helpful
_____of little value
_____of no value

Comments:

(e) The final communications program/package will be self contained and is designed to be used by Institute staffs with students. The package will include detailed guides for both leaders and participants; a slide tape presentation; video-taped communications situations with discussion suggestions; the film "Transaction"; package of audio-tapes and charts; preliminary printed study materials to perpare students for the program. Suggested time to give communications program at your Institute would be about three days or 24 hours in flexible time segments.

I think the materials presented at the "Communications Seminar," combined with the audio-visual materials in process of development provide sufficient information for me or a member of my staff to conduct a similar session, or adapt concepts to meet my needs to the following degree:

_____ample materials
_____sufficient materials
_____not enough materials

Materials:

_____do not clearly explain concepts
_____are too simple
_____are about right for intended audience

Please give your suggestions on distribution and publicity:

Management/Evaluation Seminar–Rating Sheet

To aid us in improving training programs please complete before you leave, utilizing the following scale:

SA–Strongly agree; A–Agree; U–Undecided; D–Disagree; SD–Strongly Disagree

	SA	*A*	*U*	*D*	*SD*
1. My expectations for the management/evaluation seminar were met.	( )	( )	( )	( )	( )
2. The concepts presented will be helpful to me in my current/future training activities.	( )	( )	( )	( )	( )
3. The level of presentation was appropriate.	( )	( )	( )	( )	( )
4. I would like to become involved in using evaluation models in library training.	( )	( )	( )	( )	( )
5. With revision, the Evaluation Handbook could be a useful tool for trainers.	( )	( )	( )	( )	( )

What aspect of the Planning/Evaluation seminar was *most* useful?

What aspect was *least* useful?

Further information on the following topics would be useful:

Additional comments:

THE MERRIMACK VALLEY BRANCH
THE UNIVERSITY OF NEW HAMPSHIRE
St. Mary's Bank
200 McGregor Street
Manchester, New Hampshire 03102

Telephone 668 0700

January 30, 197[illegible]

Miss Dorothy Anderson
Leadership Training Institute
Washington, D.C.

Dear Miss Anderson:

Just wanted to drop you a note to let you know I enjoyed the conference here in Manchester very much. Gary's approach to transactional analysis was both interesting and above all useful in the training of both myself and the paraprofessionals. I regret that I could not stay for the entire three days of the convention and I want to let you know now that I left because of other commitments that I couldn't let go unattended.

My intention for leaving did not stem from a feeling of boredom or uselessness, on the contrary, I found the program exciting and useful. Anytime I can see the Directors of various programs brought together for the purpose of sharing common interests and objectives, I really think that its a rewarding opportunity.

Again thank you for hosting the program and for putting together an excellent learning opportunity.

Sincerely,

George Abraham
Career Counselor

OFFICE OF LIBRARIAN

FISK UNIVERSITY
NASHVILLE TENNESSEE 37203

March 20, 1973

Mrs. Brooke Sheldon
Training Director
Leadership Training Institute
School of Library Science
The Florida State University
Tallahassee, Florida 32306

Dear Brooke:

I am especially glad that we were able to meet in Atlanta, and it was good seeing you again at Midwinter ALA.

I have no objection to your using the Feedback Sheet from the Fisk internship program as you prepare your handbook. You may identify Fisk if you prefer, but I really have no preference. Attached you will find an evaluation assignement which was used in a previous library training program which we had.

You may be interested in knowing that I used the preliminary edition of your handbook in preparation of two proposals which I submitted for Title II-B funding. I also incorporated some of the ideas that I picked up from the Atlanta meeting. So you see, your fine work is already producing results.

With kindest regards.

Sincerely yours,

(Mrs.) Jessie Carney Smith
University Librarian

JCS/jh

Attachment

Appendix E

The Committee on Institutional Cooperation

Library Science Doctoral Program • Phone (313) 764-9376

School of Library Science • The University of Michigan • Ann Arbor, Michigan 48104

- University of Illinois
- Indiana University
- University of Iowa
- University of Michigan
- Michigan State University
- University of Minnesota
- Northwestern University
- Ohio State University
- Purdue University
- University of Wisconsin

February 8, 1973

Mrs. Brooke Sheldon
Leadership Training Institute
Florida State Univ.
Tallahassee, Florida

Dear Brooke:

I was certainly glad that I had an opportunity to see you, if only briefly, during ALA midwinter. As I indicated to you then, I had been meaning to write you but somehow never found the time.

I thought you and the LTI staff did a tremendous job in Atlanta. In terms of my own program the input from the meetings and discussion were educational, informative, and valuable overall. Especially those portions of the program dealing with evaluation and the managing of projects.

Between airports and planes I hope to be able to send you some information about certain books which you may wish to consider for the handbook bibliography; as well as comments on the handbook.

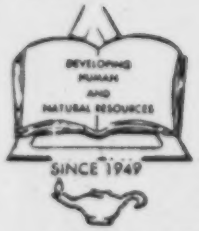
Hope to have the opportunity of seeing you again. My best wishes to you in your future endeavors.

Sincerely,

Hiram L. Davis, Director
CIC Library Science Doctoral Program

HLD/dk

Appendix E



COAHOMA JUNIOR COLLEGE
AND AGRICULTURAL HIGH SCHOOL
Route 1 — Box 616
CLARKSDALE, MISSISSIPPI 38614

October 2, 1972

Dr. Harold Goldstein, Dean of Student
School of Library Incorporated
43 Library
Florida State University
Tallahassee, Florida 32306

Dear Harold:

I enjoyed very much the conference held on September 18-19 to develop guidelines for para-professionals in the Media Service. Most of us shared our opinions and gave our philosophy in the guidelines of the respective models; however, there was a concern mentioned lightly in the afternoon the second day that I did little responding to at the time but have given it very serious thoughts. The concern I refer to was the discussion relative to finding some school to develop a program for the training of L/MTA trainers. The idea is admirable and the need is appearent. Assuming that any effort along this line would be via some of the efforts of folk like yourself, Yvonne Hicks, Frank Stevens and significants others, it does not seem too early to put in a plug for process. It was very clear that among the highly selected group represented at the conference, their "main bag" was content; although all seemed both interested in and susceptible to those concepts relative to training process. Taking this in account, I offer the following suggestion to LTI and BLR.

Any library school or any institution charged with the responbility of developing a program for trainers should have an adult educator on its's staff or access to a department of Adult Education on its campus. This needs no explanation.

In cases where institutions cannot purchase the full time service of an adult educator and do not have a Department of Adult Education on their campus, the proper safeguards, for assuring that those concepts of adulthood are accounted for in efforts to implement programs can and should be "built-in" prior to funding.

Thanks again to LTI for inviting me.

Sincerely,

Dr. McKinley C. Martin
Director of Continuing Education

cc: Bene Durant
Dorothy Anderson
bcc: Yvonne Hicks

CALIFORNIA STATE UNIVERSITY, FULLERTON
FULLERTON, CALIFORNIA 92634

March 1, 1973

Brooke Sheldon, Training Director
Leadership Training Institute, School
of Library Science
Florida State University
Tallahassee, Florida 32306

Dear Brooke:

It was a pleasure hearing from you this week. It seems like time is my worst enemy. I never get around to corresponding with all the interesting people I meet.

I hope that we can be of some service to the New Mexico State Library should they ask. We are proud of the people who have opened new avenues to our (as a people) very old and colorful past. We certainly invite them to contact us at any time.

Presently, I am busy trying to tie our 72-73 proposal together so that it can be considered for funding. Again time seems to be of the essence. I'm sure that is true for your work on the handbook. It is a most important project and I wish you all the success.

I would also like to congratulate you on a fine institute in Denver earlier this month. I hope that those in positions of authority realize the value of such a working institute. It most certainly offered me a great deal of valued insight and experience. I hope that sessions of this type will be a continued activity.

On the personal side, I really did miss the group when it ended. I truely felt a closeness with everyone involved and I was able to look at a few things in our own institute differently.

Again, thank you, Bene, Harold Goldstein, and Frank Stevens for your program.

Yours in the Spirit of people,

PATRICK S. SANCHEZ
Director, Graduate Institute for
Mexican American School Library
Science

PSS:lm

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGION III
401 NORTH BROAD STREET
PHILADELPHIA, PENNSYLVANIA 19108

OFFICE OF EDUCATION

MAILING ADDRESS
P.O. BOX 13900
PHILADELPHIA
PENNSYLVANIA 19108

December 29, 1972

Miss Dorothy J. Anderson
LTI Program Coordinator
201 "Eye" Street, S.W.
Apt. V-742
Washington, D.C. 20024

Dear Dorothy:

You do not know how I welcomed the materials from you and from Brooke Sheldon which arrived today (December 22). At last LTI becomes clear to me and I will probably finally be able to remember what LTI means. I do hope you will continue to send such materials to the Regional Program Officers. Even though we are so inundated with mailings, memos, etc., a batch of clearly expressed material such as yours and Brooke's does make an impression. I especially like the classification of the FY 72 - 73 institutes which you included. It brought them into focus.

Incidentally, the Drexel Cable TV institute was excellent and I think this was the consensus of the participants too. Will there be any resume of the New Hemisphere meeting of the Paraprofessional Training Institutes? I am interested in these particularly.

Sincerely yours,

Evelyn Day Mullen by ace

Evelyn Day Mullen
Senior Program Officer
Libraries & Learning Resources

cc:
Dr. Harold Goldstein
Mrs. Brooke Sheldon

AMERICAN LIBRARY ASSOCIATION
50 EAST HURON STREET · CHICAGO, ILLINOIS 60611 · (312) 944-6780

March 6, 1973

Mrs. Brooke Sheldon
Training Director
Leadership Training Institute
School of Library Science
The Florida State University
Tallahassee, Florida 32306

Dear Brooke:

I was indeed interested to see the "in-house" report of the three meetings recently conducted by the Leadership Training Institute. Thank you of thinking of me and for sending a copy of the report

I would also like to accept your offer of a copy of the handbook on planning/evaluation for training directors when it becomes available.

Many thanks and best wishes.

Sincerely yours,

Agnes L. Reagan
Accreditation Officer
Committee on Accreditation

ALR/jp

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

November 6, 1972

Mr. Harold Goldstein
School of Library Science
Florida State University
Tallahassee, Florida 32306

Dear Harold:

It was good to see you at SELA/SWLA last week and to discuss matters of mutual interest and interact with the membership of your region.

This letter is to register my appreciation for your Washington staff, who, on very short notice, were asked by me to deliver a detailed, polished summary report of the recent LTI advisory committee on library training in order to meet an important OE deadline created by a "suddenly emergent need."

This report was excellent, on time, and extremely useful; the staff is to be highly commended, from my point of view, and I trust that this letter will be made a part of their personnel files. Needless to say, the regular, ongoing program of activities of your Washington office is always on time and cooperative and responsive. But in this instance I feel that a special note of appreciation is in order.

With best wishes, I am,

Sincerely yours,

Frank A. Stevens
Program Manager, Library Training
Bureau of Libraries and Learning Resources

RECEIVED
NOV 09 1972
SCHOOL OF LIBRARY SCIENCE

GRADUATE DEPARTMENT OF LIBRARY SCIENCE

THE CATHOLIC UNIVERSITY OF AMERICA
WASHINGTON D.C. 20017

December 9, 1972

Ms. Dorothy Anderson
Director of Services
Leadership Training Institute
Bureau of Libraries and Educational Technology
U. S. Office of Education
Washington, D.C.

Dear Dorothy:

How very thoughtful of you to send us your copy of Using Your Nation's Capital: An Indexed Guide to Multimedia Resources in Washington, D.C. It is wonderful, complete and beautiful, and as to your offer for more copies, if you are serious about it indeed I would like to have 42 copies in order to distribute them to the members of the Institute we are planning for this summer on Federal Libraries, Information Centers and Data Banks. If we cannot have this number, we will take a lesser number, but it would be great to give everyone a copy, they are so very impressive.

Many thanks.

Cordially yours,

Elizabeth W. Stone, Chairman
Department of Library Science

EWS/mkf

APPENDIX F

Case Western Reserve University

Leadership Training Institute Site Visit Report

Site Visit Dates: September 25-26, 1972

PROBLEM:

As a result of a one year federally funded planning grant, the Institute faculty at the School of Library Science, Case Western Reserve University, identified six aspects of the public librarian in the 70's and beyond: program designer, advisor,educator, scholar and enquirer, manager, and change agent. A model curriculum, using the interdisciplinary approach, was designed to train students to function in these roles in public library service to the urban disadvantaged.

PEOPLE:

The Institute plan provides for fifteen students. At present there are thirteen students enrolled in the Institute with no plan for further recruitment. Of the thirteen, there are nine female and four males; six Blacks, two Mexican-Americans, and five Whites; eight are married (including one *married couple*!) and five are single; three of the studens have dependents. Their ages range from 20 to 39 with seven of them in the 20-24 age group. Two of the students have Masters degrees and nine have had previous library employment. Recruitment and selection was conducted on a nationwide basis and seven of the students are from outside the state of Ohio. Recruitment consisted of applications and personal interviews with prospective students in their home state.

PLAN:

The two major components of the Institute are the Modern Urban Library Seminar and Field Work. The seminar course, taught by Dr. George Livingston of the School of Applied Social Science, is structured to develop understanding of communities and the relationship between communities and libraries. Institute *faculty*, as well as students, attend and participate in the seminar. I attended the seminar and was impressed by Dr. Livingston's lecture on the organization and elements within a community and by the discussion and comment from the students and faculty. In the field work, each student must work in two locations—a community agency (12 hours a week) and a branch library (4 hours a week) for a total of 16 hours a week. All field work is supervised and coordinated by Miss Roger Mae Johnson, Head of Lewis Carroll Room (Children's), Cleveland Public Library and part-time Institute Field Director. In the first two weeks of the field assignment, students will remain in the branch libraries in order to become familiar with the organization and operation of a library. Thereafter, their time will be divided between the library and community agency (see above) in planning and implementing a library-community program. At the time I visited the Institute, students were in their initial two weeks of orientation at the branch libraries and had not started their actual field work. Most of the information I usually gather from field work supervisors (students' work attitudes, initiative, work performance, program planning, etc.) was not possible to attain. I did visit, however, two of the community agencies and one branch library. The two agency directors and the branch librarian all agreed that the students will be "on their own" and free to fully develop their programs. In the second year of the Institute students will receive new field assignments.

With the exception of the Institute Seminar, students are enrolled in regular School of Library Science classes. The summer session will consist of an Urban Studies Seminar, taught by a faculty member from the Department of Education, and Field Work. At this point, the Institute is following the original plan of operation and there are no plans for modification.

PERCEPTIONS:

Director: (Alvin Goldwyn) Despite the one year of planning, there are some basic human problems that cannot be planned for—housing, day care, transportation.

Faculty Members: (Dr. Patricia Goheen) Students are a little reluctant to speak out in class.

Students: Like interdisciplinary approach and emphasis on people and communities; feel that they have to *ask* for help—help is *not usually offered*, bored by traditional library courses; "Seminar course is excellent."

RESULTS:

Dr. Patricia Goheen is developing self-instructional kits in the areas of cataloging and reference mainly for use in training paraprofessionals. I have received the preliminary edition of the cataloging kit and will receive the completed kits as soon as they are ready.

Students entering the Institute in Septembber 1972, and successfully completing the course of study, will graduate with an M.L.S. degree in June 1974. In order to give in depth instructions and to gain insight into the problem of a community, the faculty, staff and advisory committee decided the Institute should cover a two year period.

RECOMMENDATIONS:

Students: Seems to be a lack of communiation between students and faculty. Suggest weekly group "rap sessions" as well as weekly individual counseling to solve problems and to facilitate better communication. Would like to see the report and evaluation of last year's planning grant and this year's plan of operation and be allowed to give input for modification. Prefer to reduce total hours of field work a week to 12; do all field work in two full days instead of several hours each day.

—Stipends should be increased; transportation should be provided, or travel allowances should be given because of the difficulty in getting to field assignments.

—Feel the Director and staff should have made better plans for housing and day care. The married couple do not have permanent housing; their two children are still in Tennessee, and so far they have not been able to find day care facilities for their oldest child. Needless to say, these problems may have an adverse effect on their success in, and adjustment to, the Institute.

Directors: Notification of federal funding came too late to do housing, day care, etc.

LTI Staff Recommendation–Benè L. Durant Field Coordinator:

Students should be given travel allowances.(see attached memo)

Because the Institute had only been in operation for three weeks at the time of my visit, the faculty felt they had not had enough institute experience to complete the LTI checklist. They will mail the checklist to me at the end of the first semester. Mr. Goldwyn's statement of future national library training goals will also be mailed at a later date. I was accompanied by Gary Allen of Concern Group, Inc., who conferred with Mr. Goldwyn about developing a communications model for all institutes and using Case Western Reserve as the model site.

Benè L. Durant
Field Coordinator
Leadership Training Institute

September 28, 1972

TO: Frank Stevens
FROM: Benè Durant
RE: Possibility of Travel Allowances for Case Western Reserve Institute Paraticipants

On my recent site visit to Case Western Reserve I learned that in addition to course work at the University, each of the 13 participants is required to do 16 hours of field work a week in *two* locations—a community agency and a branch library. Most of these sites are a long distance from the University. There are only three cars among the participants and since work hours vary, the transportation problem is further exacerbated. While travel allowances would not alleviate the *transportation* problem altogether, it would help the *financial* problem by allowing the participants to use their stipends for living expences and not depleting them for transportation expences.

Is it possible to amend the budget for this institute to include travel allowances? In Section I, page 6, of the Institute Manual there is a provision for travel allowances for institute participants. I was pleased to see that one of our institutes (Highline Community College) provides travel allowances for its participants. When I visited Highline last year, transportation was a very serious problem.

The participants at Case Western Reserve are enthusiastic and eager to do a good job in the institute and especially in their field work. I'd hate to see them lose their enthusiam because of a frustrating transportation problem!

Leadership Training Institute Site Visit

Information Form

University of Wisconson-Milwaukee

Site Visit Dates: October 11-13, 1972

PROBLEM:

Public libraries are not serving the needs of the inner city, nor are they equipped to do so. In order for public libraries to serve this special clientele, change must begin on educational level with the restructuring of the library science curriculum.

PEOPLE:

This is the second year of a two year Institute. Five of the original students have left the Institute, one chose to enter the regular library school, and the remaining nine students are continuing in the Institute. In addition to the nine continuing students, there are two new students who enrolled this year for a total of eleven Institute students. The Institute plan provides for fifteen students, and four more students are being recruted. Of the eleven students currently enrolled, there are ten Blacks and one Mexican-American; eight are female and three males; four of the students are married and have dependents. Their ages range from 21 to 45. Recruitment was conducted on a nationwide basis consisting of applicants and personal interviews. Nine of the students are from outside the state of Wisconson. Only two of the students have had previous library employment.

PLAN:

With the exception of a change in the directorship, the Institute is following the plan of operation. The Institute is nowssupervised by a corporate directorship consisting of fifteen voting members and is presided over by the Institute director. The fifteen members include three students, the Institute director, twofield supervisors, two of the Advisory Board, and seven members from the cooperating community agencies. The major function of the corporate directorship is to devise the policies that govern the operation of the Institute and to review the Institute curriclum.

Field work is the major component of the Institute. Students work three days a week (minimum 20 hours) in a community agency where they are responsible for developing programs and services to meet the needs of their clientele. Part-time field supervisors are responsible for placement, supervision and evaluation of all field work. I visited the Martin Luther King Community School where the Institute student works with the teachers, librarian, and parents, as well as with the students.

The remaining two days a week are devoted to academic courses. I attended the children's literature class, taught by Binnie Tate, that deals not only in identifying books and material for children, but also with the image of Blacks and other minorities in children's books and the problems of Black publishing houses. This class is open to regular library school students as well as Institute students. All academic courses are open to non-Institute students.

Once a week there is an Institute meeting ("rap session") to resolve any problems and to share information concerning field work assignments. These meetings are attended by Institute faculty, field supervisors, and students. I attended the meeting and although problems were discussed, they were all of an individual nature and were not Institute problems. In addition, every two weeks each participant receives individual counseling from one of the faculty members.

Note: It was interesting to me that students in a similar institute at Case Western Reserve University *requested* that weekly meetings and individual counseling sessions be added to their plan of operation.

The summer session will consist largely of field work with students continuing their respective community programs.

PERCEPTIONS:

Director: (Laurence Sherrill) Optimistic about the success of the Instiute in spite of the student protest last year.

—Students have some problems in written communication, but not enough to warrant a special remedial course.

—Wanted more Mexican-Americans students

Faculty Members: (Theodore Samore) Students are motivated (Binnie Tate) Happy to see intelligent Black students in the Institute; there are no Blacks in the Library School at Milwaukee.

Supervisor, Field: (Lionel James) Students performance in their field assignments is mediocre. (Mary Suttle) Students lack iniative; have to be told what to do and how to do it—step by step—no sense of creativeness and innovation. Feels the institute plan of operation is very good. *Community Agency Contact:* (Sister Reginalda - Martin Luther King Community School) Student assigned here is very shy and is reluctant to speak up and talk to people; however, she shows improvement from last year.

—Institute has good goals and objectives.

Students—"Institute is disorganized; information does not filter down" (this student is referring to late stipend checks and information concerning payment schedules.)

—Students and faculty are all on the same level; *adult-adult relationships*

—Faculty is open to suggestions. Note: The continuing students wrote part of this year's plan of operation

—"Director and faculty need to stop vacillating; started out innovative but is now traditional."

—Concerned about future employment because the Library School is nonaccredited

—Glad to have bus passes for transportation to field work assignments

—Field work weak aspect of the Institute (only one student said this)

—Mrs. Tate and Mrs. Suttle are especially helpful in personal, as well as academic, problems

—Mrs. Tate's course is "entertaining, interesting, and informative."

RESULTS:

A new feature of the Institute this year is a bi-weekly newsletter which serves as a means of interagency communication about resources, services, and common problems. I received the first two copies of the newsletter and will receive subsequent copies for distribution to the other urban information institutes.

Plans are being made to initate three or four new courses into the regular library science curriculum.

The nine continuing students, upon completion of the Institute, will graduate with a Master's degree in Library Science and a Specialist Certificate in Urban Library Services.

The two new students (and any other recruits) will earn a Master's degree in Library and Information Science.

RECOMENDATIONS:

Director: Need a better mechanism and more time for recruiting. *Minimum* of 6 months for recrutting.

—Leadership Training Institute and/or the American Library Association's Minority Recruitment Specialist

should assist the Institute in job placement of graduates.
—Provisions should be made to pay students' transportation costs from their home sites to Milwaukee (students concurred)
—Stipends should be based on cost of living in an area rather than on a set formula (students concurred)

Students:— Office of Education should provide students with medical benefits
—Suggest a two day conference with representative of all urban information institutes to share information, procedures, and goals
—Want help in finding jobs; need job information *NOW!*

Faculty Members: Office of Education should change the "wording and lingo" in the Institute guidelines; ie.: *minorities, disadvantaged*. "Too much emphasis is placed on them."

Bene L. Durant
Field Coordinator
Leadership Tranning Institute

Leadership Training Institute Site Visit Report

"School Media Program

for Rural Disadvantaged Youth in Appalachia"

East Tennessee State University

Site Visit Dates: November 14-16, 1972

PROBLEM :

A characteristic of the educational systems of the rural Appalachian region is the predominance of small two and three room elementary schools and the lack of central library service and trained school library media specialists.

PEOPLE:

There are 17 students currently enrolled in the Institute; originally there were 18, but one student left the Institute after one month. All of them are from Appalachian region and were selected from the following categories:

1. students who dropped out of college because of lack of funds

2. college graduates with teaching certifications who had not been able to secure teaching positions

3. experenced teachers who lack bachelors degrees

4. experienced, certified, school librarians who wished to up-date their training

Top priority was given to college graduates with teaching certification because it is expected that many of these will return to the same areas in which they previously taught.Only one experienced, certified school librarian was selected. For additional information on their sex, race, marital status, dependents, income, employment and educatational backgrounds, see attached Opening Day Report.

PLAN:

This is the second year of a two year institute that offers training on two different levels: the Basic (certification) Program and the Graduate Program. Both programs are divided into two phases: academic courses and an internship. All academic courses are open to institute students and regular library school students. There are no special institute courses. I sat in on Mr. Brunner's Children's Literature class and Mrs. Barrette's Basic References class. The major emphasis of both programs is the internship. Students will live and work in a rural community for one quarter (3 months) . The internship is under the supervision of Mr. Douglas Cross, Coordinator of Media Services for the Clinch-Powell Educational Cooperative, Harrogate, Tennessee. Students in the Basic Program with no teaching and/or library experience will work in a school with a central library. Students with previous library experience will work in a county materials center and then work in individual schools that have no libraries. Students recieve 12 hours credit for their internship and are graded by Mr. Cross. Although none of the students are currently serving internship, I visited several of the schools where they will be working. The schools range from a modern, fully equipped open classroom school to a two room school. I was fully aware of the necessity of students *living* in the communities because these schools are in isolated, rural, mountainous areas. Both programs are following the plan of operation and there are no plans for modification.

PERCEPTIONS:

Director: (Mrs. Elise D. Barrette) "Institute is serving as a model for the training of school library media specialists who wish to work in rural schools."
—Most of the students were highly recommended by school personal in Appalachia.
—Although there are no minority students in the institute, the Library Service Department has graduated three Black students; received only one Black applicant for the institute, but that student did not meet University Admission requirements.

Faculty Member: (Miss Dorothy Baird) Although the Library Service Department is non—ALA accredited, the curriculum meets certification requirements and serves local needs.
—Feels the Department is excellent in its one area of training—School Library Media Specialist.

Internship Supervisor: (Mr. Douglas Cross) The teachers, parents, school children, and librarians who worked with last year's interns were greatly impressed with their services; expect the current students to preform equally as well.

Students : The most prevalent (and vehement) statment from all students was "The institute is a life saver; I'd never been able to save enough money to complete my educatation."
—While they agreed living on a stipend is difficult, none of them complained about the amount of their stipends nor asked to have them increased. (note: This is the *first* time institute students did not complain or ask me about money!)—Like living in Appalachia and are *strongly committed* to staying there and improving library service and educatation in the rural disadvantaged areas.
—"Proud to be part of the Institute."
—Like the fact that there is no distinction between institute and regular students.
—Faculty members, especially Mrs. Barrette, go out of their way to help students with personal, as well as academic, problems.

RESULTS:

Eleven of the students are enrolled in the Masters Degree Program. The remaining six are enrolled in the Bachelors Degree Program with teaching and library science certification. This is the final year of the Institute and because students entered at different times and with varying levels of college training, some of them will not have completed all degree requirements by the end of the institute.

RECOMMENDATIONS:

Director: The Office of Educatation should leave stipends at the present level but give stipends to *more* students.

Students: Would like to have a monthly meeting for all Institute students. Many of them were unaware of the fact that the Institute offers two levels of training.

LTI Staff Recommendation–Bené L. Durant, Field Coordinator

Financial assistance, either from East Tennessee State University or from the Office of Educatation, should be given to the students who will not be able to recieve their degrees by the end of the Institute. (See *Results*)

Mrs. Barrette is compiling a list of these students and their respective degree requirements for presentation to, and discussion with, Mr. Frank A. Stevens, Acting Program Manager, Library Training, Bureau of Libraries and Learning Resources.

Bené L. Durant
Field Coordinator
Leadership Training Institute

Leadership Training Institute Site Visit

Internship in Black Studies Librarianship:

A Pilot Project

Fisk University, Nashville Tennessee

Site Visit Date: November 17, 1972

PROBLEM:

The problem is best stated by Dr. Jessie Carney Smith, Internship Director: "The Black studies librarian is exposed daily to a wide variety of materials and service needs such as may not be encountered during more traditional modes of training. Further, efficient public reference service in this field requires a knowledge of widely scattered bibliographic sources. This knowledge often comes best through day-to-day routine demand-supply situations, at the reference desk. The areas of acquisition, processing, and special collections supervision also require on-the-job competencies of a higher level, which hopefully, will come to many through daily routine problem-solving activities."

PEOPLE:

The plan provides for seven mid-career or recent graduate librarians. Although the internship is in Black Studies Librarianship, interns were selected without regard to race. Unfortunately, the only white intern left the program. Currently there are eight interns—seven librarians and a non-librarian who is planning to establish a Black Studies collection in his work with school dropouts at the Urban League Street Academy, South Bend, Indiana. Seven of the interns are Black; the eighth is a native of Beirut, Lebanon, who is a reference librarian at State University of New York at Oswego. All of the interns receive stipends from the program as well as salaries from their respective jobs. Aside from the two already mentioned, the interns are employed at the following institutions: Jacksonville State University (Alabama), Winston-Salem State University, University of Illinois, Matthew Walker Health Center (Nashville), Michigan State University, and Coppin State College

(Maryland). Recruitment and selection was conducted on a nationwide basis and only one student is a native of Nashville, Tennessee.

PLAN:

The internship is a full-time, fifteen week program (September 5—December 15, 1972) consisting of supervised work in subject areas of the Fisk University Library, field trips to other outstanding Black Studies collections, and guest speakers and lectures.

The ten subject areas are:

1. Acquisition
2. Cataloging and Processing
3. Special Collections
4. Emphemera
5. Manuscripts and Archives
6. Reference
7. Music Resource Center
8. Race Relations Information Center
9. Black Oral History Project
10. Art and Graphics Study Collection

Each intern spends two weeks at each of the subject area sections and four additional weeks at an area or areas of his or her individual choice. In the Black Oral History Project, interns have conducted taped interviews with such personalities as Welfare Rights Activist Fannie Lou Hamer, author and dancer Verta Mae, Judge Edith Sampson, and Attorney Jewell LaFontant.

Their field trips thus far have included the Negro Collection, Atlanta University Library, Atlanta,Georgia; Martin Luther King, Jr. Library and Documentation Center, Atlanta; The Moorland Collection, Howard University, Washington, D.C.; The National Archives and The Library of Congress, Washington, D.C.; and the Schomburg Collection, New York Public Library, New York. I visited the "Rap and Read" Storefront Library (Nashville Public Library) with the interns. The library is located in a predominently Black area of Nashville and is largely a paperback collection.

Every Friday morning the interns meet with Dr. Smith and subject area supervisors to share experiences and informattion, resolve problems, and frequently to hear a guest lecturer. I was particularly pleased to be present at the lecture by Dr. Arna Bontemps, noted author and writer-in-residence, Fisk University. Dr. Bontemps' talk, "Reminiscences of Harlem Renaissance", was very informative and was taped for inclusion in the Black Oral History Project.

Plans are now being finalized to take the interns on a month long trip to Africa to visit Universities, museums, and other collections of African materials.

PERCEPTIONS:

Interns: —Like the fact that there is no pressure for grades; can work at their own rate
—Field trips are very valuable in actually seeing famous collections and establishing contacts with curators, archivists, and librarians
—Complained about housing facilities—
they were under the impression they would be housed in University dormitories but all dormitories were full. Some interns are living in apartments and others are in a nearby motel at a special rate of $6.00 per day per person.
—Complained about amount of stipends; not enough money to cover expenses (Note: all interns receive their *salaries* [paid leave of absence] as well as stipends.)
—Most liked conducting interviews for the Black Oral History Project

Area Supervisor: (Dr. Darius Thieme - Music) Although all the interns are well qualified, only *one* shows any real enthusiasm and involment in the program.

RESULTS:

Certificatation in Black Studies Librarianship will be awarded to those who complete the program. Interns were pre-tested at the begining of the program and will again be tested at the end. In addition, the Director plans to conduct a follow-up study on each intern. The Internship Director will publish a complete report of this pilot project.

RECOMMENDATIONS:

Interns—States should require librarians to periodically update their training.
—Library administrarors should be aware of this program and be advised to allow innovations and change as a result of it.

Bené L. Durant
Field Coordinator
Leadership Training Institute
Fisk '66

Leadership Traning Institute Site Visit Report

Graduate Education for Mexican Americans

School Library Media Specialist

California State University - Fullerton, California

Site Visit Dates: December 11-13, 1972

PROBLEMS:

There ia a critical shortage of Spanish speaking librarians and librarians of Mexican descent. Along with this shortage there are severe inadequacies in library service to Mexican Americans.

PEOPLE

There are sixteen students currently enrolled in the institute—eight males and eight females. Recruitment and selection was limited to the state of California and was conducted with the help of representatives from the University's New Educational Horizons Program (minority recruitment and counseling) and the Committee to Recruit Mexican Americans Librarians. Approximately twenty-six applications were recieved. For additional information concerning their ages, marital status, employment and educational background, see the attached list of participants.

PLAN:

The plan provides for a one year program in school library science with a concentration in instructional media. Instruction is divided into academic courses and a practicum in a school library. Originally, the plan was to require students to work a minimum of ten hours a week, at the rate of $1.65 an hour, for one semester. Funds for payment were unavailable, therefore students are now working on a volunteer basis with no pay. The practicum is non-graded; students are evaluated by the Institute Director and the supervising school librarian. In addition their duties in the school library, they attend faculty meetings and work with parents. Although I asked to visit one of the schools, I did not see or talk to any of the supervising school librarians.

All courses are separate institute classes and are not open to regular library school students. In addition to classes and work assignments, there are regularly scheduled field trips to public and school libraries and bookmobiles. The three library science courses are taught by the same instructor. I sat in on Mr. Palmer's cataloging class and also his reference class. The classes are taught back to back and the questions and discussions The Institute Director teaches the course in media skills. Plans are being made to hire two part time instructors. Two school principals have been added to the Advisory Committee.

PERCEPTIONS:

Director: (Patrick Sanchez)—Students are qualified group; not necessary to dispense with regular admissions requirements; no severe academic deficiencies;
—Problem exists in use of University instructional media facilities - institute students should be scheduled for lab time like other students;
—Slight recruitment problems caused by the late notice of federal funding;
—Fullerton's library science department is only three years old and is non-ALA accredited. Problem with some librarians who think the institute should have been at the University of Southern California in Los Angeles, which is an accredited library school.

Instructor: (Joseph Palmer)—Limiting the institute to school librarians is too restrictive - the need for Mexican American librarians is in the *communities*;
—Apprehensive at first about teaching three courses back to back and also about being an "Anglo" - now has adjusted to teaching schedule and has learned a lot about the culture and life style of Mexican Americans from his students;
—Students are very clanish; they stick together and help each other.

Students —While they agreed they had adjusted to the three courses taught by Mr. Palmer, they would prefer to have a variety of instructors and be exposed to different points of view;
—the institute is "one of the best things that's ever happened to me."
—"Why the emphasis on school librarianship?"

RESULTS:

Students who successfully complete the program of instruction will receive an MLS degree in August, 1973.

Long range goal is to conduct three year long institutes to train three groups of students.

Two of the institute students are working on a Mexican American Oral History Project. The audio tapes are in both English and Spanish. An accompanying slide tape presentation is being planned.

The Institute Director plans to do a follow-up study on each student.

RECOMMENDATIONS:

Students: Need an Assistant Director so that the Director can give more time to his class lectures.
—Add a course in Chicano Studies.
—Need to meet and work with the regular library school students - meeting and working different types of people is more like the "real life" working situation. *Note*: There is strong disagreement on this point. Some students feel it is best to be seperate from the regular students - one student said, "It's not good to mix the races." Other students feel the seperation is "unreal" and would prefer being part of the larger group of library school students.
—Teaching methods should vary - need more use of media in course instructions.
—Reduce the number of hours of work per week—"Not really learning anything. ""Experence not *that* valuable."
—Further institutes should not be limited to school library media specialists.

COMMENT:

Although a proposal was originally submitted for an institute in Public Library Service, the new ESEA supported institute under Mr. Sanchez, a School Media Specialist, emphasizes curricula for the training of School Library Media Specialists.

Bené L. Durant
Field Coordinator
Leadership Training Institute

North Carolina Central University

Leadership Training Institute Site Visit

Information Form

Site Visit Dates: March 6-8, 1973

PROBLEM

There has long been a need to train librarians to serve the need of a large segment of the population—the "non—reading" preschool age children. This Institute is designed to train librarians with an emphasis on Early Childhood Education.

Note: The Institute is funded jointly by the U.S. Office of Education and the Carnegie Corporation. Of the eight students enrolled, five are supported by the Office of Education. These five are the students referred to throughout this report.

PEOPLE:

The five students are all black females; two of them are married and have children. Their ages range from the early to mid-twenties. Two are recent college graduates with no previous work experience; the others have been out of college for a few years and have had some previous employment. Two of the students have exceptional college records and are listed in *Who's Who in American College and Universities*. Recruitment and selection was conducted on a nationwide basis with preference given to North Carolinians. All the students are from the state of North Carolina.

PLAN:

The two main components of the Institute are the Early Childhood courses and the Practicum. The Early Childhood courses are taught by Mrs. Tommie Young, the Institute Director. These consist of Early Childhood Materials, Methods, Services I and II, Early Childhood Education, and Parent Education. These courses and the entire Early Childhood Education curriculum were developed by Mrs. Young, who has found no comparable courses of study in any Library School.

The Practicum is in two phases. In Phase I the students plan and implement learning experiences in the Early Learning Center at NCC. Five black 4-year olds (3 boys, 2 girls) are currently enrolled in the Center 2 1/2 hours a day for three days a week. Monday and Wednesday the children are taught by the students, and on Fridays they are taught by their *mothers*, as well as the students. The Center is divided into four areas of interest and the 2½ hours are carefully constructed to provide learning experiences in each of these areas. (see attached Day-to-Day Operations, and Early Learning Center Sheets for more detailed information) In addition to the experiences in the Center, each mother is required to check out one book and one other item of learning equipment a week (toys, games, cassettes, records, films, filmstrips, etc.) to spend at least three additional hours with the child at home. The mothers also prepare written reports on the child's learning experiences in the home. I was simply amazed at the intelligence and social awareness exhibited by these children in relating to each other, their teachers, to me, and to other visitors to the Center. Students are assisted, observed, and graded on Phase I by Mrs. White who is the full time instructor in the Center and a 1972 graduate of the Early Childhood Institute. In Phase II of the Practicum, the students work in a branch of the Public Library that is across the street from a housing project where a large number of children reside. Mrs. White and Mrs. Young confer with the supervising branch librarian in grading this phase of the Practicum.

Other required courses are taught by regular faculty members in the School of Library Science and the Department of Education. Field trips to public libraries and guest lecturers and consultants are planned to enrich the students' educational experience.

Thus far, the only modification has been in scheduling students for Practicum experiences. The Institute is following the plan of operation.

Note: This is the second of 2 one year Institutes. The children in the Center have been enrolled for one year (1971 at ages 2½ - 3) but the *students* enrolled in September 1972.

PERCEPTIONS:

Director: (Mrs. Tommie A. Young) Attitudes and rapport with children are as important as academic achievements; the 1971 Institute students had less than average academic backgrounds, but had beautiful rapport with the children. On the other hand, this year's students have above average academic backgrounds, but are like "cold fish" with the children.

This is Mrs. Young's personal observation of the students but Practicum supervisor concur. Interestingly enough, all five of the students said they *enjoyed* working with children and the emphasis on Early Childhood Education was the major incentive to enter the Institute!

Students: Two students who have children of their own said the Institute has been a valuable asset in teaching and working with their children.

—the Early Childhood courses are more interesting and meaningful than the traditional library school courses;
—the concept of planned learning experiencees for pre-school age children is challenging, exciting, and needed;
—becoming familiar with the wealth of "non-print media" for *all ages* has been an education in itself.

Although the Library School at North Carolina Central University is non-ALA accredited, none of the students mentioned this as a hindrance to future employment and/or advancement.

Parents: One parent said her child cried every day when she left him at the Center, was shy, and "non-verbal". Now, after having been in the Center for a year, he is eager to go to the Center, relates well with the other children, and "talks my ear off." She was full of praise for Mrs. Young, the students, and the entire Institute program. "It's just wonderful." She has learned a lot about books and other media for 3-5 year olds and is using her experience from the Center to teach her other children. (I met her son and could not conceive of him as ever having been "non-verbal"!)

Another parent said her experience at the Center has emphasized one main concept—"the importance of the mother as a child's *primary teacher*."

RESULTS:

Students who successfully complete the requirements will earn an MLS degree with a specialty in Early Childhood Education by July 1973.

Completion and dissemination of a survey of library services to young children in North Carolina. Development of a plan to improve these services.

Plans will be made to relate the Institute's findings to the Library School curriculum.

Follow-up study of the five children enrolled in the Early Learning Center.

RECOMMENDATIONS:

There were no recommendations made by the Director, students, or parents. Mrs. Young is mailing the LTI checklist to me at a later date.

Bene L. Durant
Field Coordinator
Leadership Training Institute

Leadership Traning Institute Site Visit

Information Form

Burlington County College, Pemberton, New Jersey

Site Visit Dates: April 10-12, 1973

PROBLEM:

The problem statment is best expressed by Lorenz Gude, Institute Director:

The overall objectives are to:
1. meet a present and anticipated need for educational media and library technicians,
2. provide training in this area to prison inmates, parolees, minority group members, and veterans,
3. test the applicability of this and similar programs as a means of reducing the rate of recidivism.

PEOPLE:

Fourteen students are currently enrolled in the Institute. Of these, eleven are corrections-related (inmates or parolees) and the other three qualify as minority group members (one Black female, one Black male) and veterans—one Black male. Although the racial balance is seven whites and seven Blacks, the balance among the correction related students is seven whites and four Blacks which is disproportionate to the population in most penal institutions which is overwhelmingly Black. All of the corrections-related students have either completed high school or received their GED while incarcerated; most are in their early or mid-twenties with the average age at 25; they are all males; most are single and the married students, for the most part, are estranged from their wives. Nine of them have a history of drug abuse or heroin addiction. The other four students have the same general background with the exception of drug addiction and previous incarceration. The corrections-related students were pre-selected by prison authorities or parole officers and then interviewed by the Institute Director. In interviewing, the Director looked for a genuine interest in Media and education and to this end did not stress the $200 a month stipend nor the possibility of early parole by being enrolled in the Institute. The other students were recruited with the aid of veterans groups, community action groups, and contact with library personnel in the county schools.

PLAN:

This is the first year of a two year A.A. degree program to train educational media and library technicians. The thirteen men in the program are in the media curriculum and the one woman is in the library program. Both groups of students, however, take courses in each

curriclum. All of the students were tested at registration for reading, math, and English skills. Nine of them showed deficiencies in one or more skills and were assigned to the appropriate developmental reading, math, or English sections. In addition to these basic education requirements, students are enrolled in courses in Media Production, Photography, and Introduction to Library Services. I observed the photography class and visited the photography laboratory. In addition to course work, an internship in media technology and librarianship is planned for the second year

The inmate students attend classes on a work-release basis. They spend the day on campus attending classes, studying, and working part-time in the Division of Learning Resources, and are returned to the prison at night.

MODIFICATIONS:

Although Fleming Thomas is listed on the Office of Education Plan of Operation as Director, Lorenz Gude is the actual Institute Director. Mr. Gude conducted all the interviews of prospective students, is the principal instructor, counsels students, maintains contact with perol officers and prison authorities, and is the author of the renewal proposal. He maintains day-to-day contact with all the participants. Mr. Fleming's involvement is mainly that of facilitator. He prepares the budget and is responsible for getting the proposal through proper college and Office of Education channels for approval and funding. His day-to-day involement with the Institute is minimal.

The actual roster of students has changed since the program started in September of 1972. Three non-corrections-related students were asked to withdraw for academic reasons; one inmate student failed to return to prison after class, was captured, and is now back in prison; another non-corrections-related student left because of personal and family problems. Other people, in each category, were recruited to fill these vacancies and the institute is operating with a full quota of 14 students.

PERCEPTIONS:

Director: (Mr. Lorenz Gude) Major problem with the corrections-related students is one of attitude and values. "They have often earned substantially more money, legally, as well as illegally, than they can expect to receive as a library or media paraprofessional. Second, they have, with a couple of exceptions, no previous positive school experience and consequently come into college with very little idea of how college can benefit them. These attitudes are reflected in poor class attendance, lack of interest, and a general unfamiliarity with what is expected of a college student. Hence, a large portion of Mr. Gude's time is spent in individual counselling of students.

—Would consider the Institute a success for these students if "as a consquence of their involvement with the program they will find some viable alternative to the way of life that has put them in jail in the past."

Instructor: (Mrs. Judith Olsen) teaches library courses —Corrections-related students have performed well in her course. Although none of them aspire to be library paraprofessionals and at first reacted negatively to the course, developed an interest in and enthusiasm for using the library.

(Mr. Fleming Thomas) Key problem with the corrections-related students is shortsightedness; difficulty in seeing long range goals.

—part of the poor class attendance is due to logistics. There is no public transportation to the campus, all of the parolles and non-corrections-related students live in either Camden or Trenton and only a few have cars.

—initial contacts for internship placement has been met with some resistance because of their drug histories—internship and employment placement is going to be a problem.

Students: The students, without exception, praised Mr. Gude and Mrs. Olsen as instructors and were very enthusiastic in their respect for Mr. Gude. They feel that he is *genuinely* concerned about them as individuals and goes out of his way to help them with personal and academic problems. Mr. Gude is giving one of the parolees free room and board at his home and on several occasions has mediated problems between parolees and their parole officers. Most have aspirations beyond the A.A. degree—want to complete a B.A. They are all aware of the possibilty of not being hired because of their prison and drug background, but most are not too worried about future employment. Many are interested in industrial libraries and journalism. One parolee has a 3.5 average and is seeking financial aid to complete a B.A. Another parolee is interested in teaching in a penal institution. I must admit that although they all "sounded good" and "said the right things", I was later told by Mr. Gude that some of them have shown a lack of interest in their work and have fallen behind.

LTI Field Coordinator, Bené L. Durant: I spent a considerable amount of time talking to these students and I am convinced that they represent "minority" in the true sense of the word. If they successfully complete the Institute, find suitable employment, and live a drug and crime free life in the future, this Institute has not only met its objectives, but has also contributed to a better society for all of us.

RESULTS:

Students successfully completing the Institute will earn an Associate in Applied Science degree with some credits transferable to four year institutions.

One student received an early release from prison as a direct result of his being enrolled in the Institute.

All of the corrections-related students are involved in the college radio club and five of them have recorded their own two-hour show.

The inmate students who are employed in the Division of Learning Resources show a high degree of competence and are performing exceptionally well in their respective jobs. Thus far, there is no evidence of a return to drug use or crime.

A follow-up study will be prepared by an evaluator from Rutgers University, the Institute Director, and Correctional Authorities to determine if the Institute helped in reducing the rate of recidivism.

RECOMMENDATIONS:

Mr. Gude has asked for additional funds to hire a full time counselor to counsel students, assist in housing and other logistical problems, and assist in placement of students. The person he has interviewed for the job is an ex-convict who has had considerable personal and professional experience with inmates and parolees. It is felt that he can establish rapport with the corrections-related students and, possibly, motivate those who are losing interest in the program. This staff member would relieve Mr. Gude so that he can spend his time in teaching, instructional development, and making initial contact for employment. Although my visit to the Institute was limited, I was made fully aware of the need for a full time counselor and I concur in this recommendation

Bene L. Durant
LTI Field Coordinator

Yolanda Alfero Maloney, Master's degree candidate in Urban Library Service Program–Case Western Reserve University.

Young clients at a Cleveland Community Agency where institute students do field work.

Internal Reports to II B Directors and/or BLLR, USOE

LTI Highlights September-October 1972

An advisiory Group met September 18-19, 1972, in Washington to discuss the state of Library paraprofessional training and to provide the Bureau of Libraries and Learning Resources with information necessary to development of HEA Title II-B guidelines for fisical year 73-74. The group, chaired by Dr.Harold Goldstein, LTI Director, was representative of the broad spectrum of library involvement with paraprofessional training and utilization. A paper by Dr. Dorothy Deininger formed the background for consideration of current training priorities.

The group expressed strong concern for the strengthing of teachers and instructional materials used in paraprofessional programs. Another major area of discussion centered on the national standardization of Library Technical Assistance programs which led to the A.A. degree.

The concept of differentiated staffing as outlined the ALA statment on Education and Manpower was confirmed by the Advisory Group, and concern was expressed that state personnel boards should incorporate these positions into their personnel structure.

On September 25-26,1972, Field Consultant Bené Durant visited the institute on "Model Curriculum for Library Service to the Disadvantaged" at Case Western Reserve University. She interviewed the director, Mr. Goldwyn, faculty members and field work supervisors and held a spontaneous, in-depth discussion with the thirteen masters candidates in the program

At LTI's request, educational consultant, Gary Allen is also working with the Case Western Reserve program on the development of a "communication training model" designed to increase the effectiveness of institute students and faculty as they communicate with each other and with the "public" in library or community situations.

Highline Community College, Midway, Washington, one of three Title II-B funded institutes for the training of library paraprofessionals at the AA level, was visited by Dorothy Anderson, LTI Program Coordinator, on Ocotober 10-13, 1972. She met with the institute director, Advisory Council, faculty, and students to identify ways in which LTI could assist the program and share its most exemplary practices and materials with other similar institutes.

Bené Durant met with faculty and students at the University of Wisconsin's institute program in Milwaukee on October 11-13, 1972.

On October 18, 1972, following a half day meeting for final planning, Dorothy Anderson conducted a workshop for library paraprofessional trainees at the University of New Hampshire, Merrimack Valley Branch. The workshop, titled "Social Interaction Skills", featured video-taped role play and role analysis as well as a discussion of the importance of effective communications and public relations in all kinds of library situations. Barbara Conroy of the Outreach Leadership Network, assisted in the workshop development and training.

The LTI Advisory Group on Library Training Guidelines, chaired by Dr. Goldstein, LTI Director, met in an intensive two day session October 25-26,in Washington, D.C. Drawn from across the country, and different types of libraries, the group represented strong professional expertise in all major areas of library education and training.

Following a charge to the Advisory Group by Burton Lamkin, Associate Commissioner, Bureau of Libraries and Learning Resources, Dr. Goldstein sought input from the group through a rigorous examination of next year's models for library training development by Frank Stevens, Office of Education.

The participants revised and refined the existing training models and worked creatively on developing a new innovative model which reflects the priorities of both the Office of Education and the library profession as it relates to the information needs of society.

Prior to the conference, each participant had outlined his or her "Concerns for the Future of the Library Profession in relation to training /education priorities for next five years."

Discussion sessions were recorded and LTI staff has since prepared a complete report for the Office of education including specific guidelines from the Advisory Group.

NARRATIVE EVALUATION REPORT ON: The Leadership Training Institute

AT: Florida State University, Tallahassee, Florida 32306

DATES: December 1, 1972 to December 30, 1972

SUBMITTEDBY: Harold Goldstein, Dean; School of Library Science Phone: (904) 599-2130

The following activities have been accomplished to meet LTI objectives during December, 1972:

(1) On December 1, the Training Director was hired and began immediately to contact II-B training directors and plan with the LTI Program Coordinator for three training sessions to be held in January-February, 1973. Preliminary arrangements and general program content for each of the sessions was completed (see attached memo and tentative agenda).

(2) The first draft of a handbook on planning/evaluation for training directors has been completed and mailed to training directors and other key members of the library profession for their criticism and input. The handbook draft based on materials provided by LTI consultants, content of a Title II-B Institute held at Ohio State University last year, and other current management/evaluation theory, will receive additional refinements through participants input at each of the three upcoming LTI training programs.

(3) The Program Coordinator and Training Director spent two days at the Case-Western Reserve Institute previewing components of the communications package in process of development by Concern Group, Inc. The visit also provided considerable opportunity to work with Institute faculty and students in sharing perceptions of leadership training needs. Components of the communications package will be presented at each of the three training sessions so that the final "package" will reflect other Title II-B Library Institute staff reaction.

(4) In mid-December a real estate policy change necessitated removal of the LTI Washington Office to more suitable quarters nearby.

(5) A concerted effort is being made to keep training directors, faculty, and other concerned members of the profession informed as to the activities of LTI. Information packets were mailed to all Regional Program Officers this month, and futher expansion of mailing lists is continuing.

(6) A major objective of the Leadership Training Institute is to provide techinical assistance to other on-going BLRR training programs. Since the beginning of the academic year, the Field Consultant has completed the first part of a systematic plan to achieve this objective through on-site visits to Institute at the University of Wisconsin, Case-Western Reserve, East Tennessee State, Fisk, and California State College. Comprehensive reports on each visit have been submitted, and the visits have generated considerable followup activity concerning special problems encountered. The reports include observations from both students and faculty as to success/failure factors in the Institute program, and the Field Consultant's recommendation for program modification. These reports have proved useful in making decisions as to program contents for the three scheduled training sessions. They have also provided useful information to be utilized in planning future institute training sessions. Additionally the visits greatly strengthen the routine telephone/correspondence technical assistance provided by LTI staff for other II-B Institutes.

NARRATIVE EVALUATION REPORT ON: The Leadership Training Institute

AT: Florida State University, Tallahassee, Florida 32306

DATES: January 1, 1973 to February 28, 1973

SUBJECT: LTI Institutes, Janurary---February 1973

SUBMITTED BY: Harold Goldstein, Dean; School of Library Science Phone: (904) 599-2130

As noted in last month's report, three meetings of currently funded Institute directors and faculty were planned. These institutes were held in Atlanta (Urban Information), Manchester, New Hampshire (Paraprofessional), and Denver, Colorado (Media Specialist)

All currently funded institutes were represented except one (faculty illness). Additionally several key educators and/or librarians in the areas of urban information, paraprofessional and media specialist training were invited to attend the appropriate institute. Althogether, approximately 75 persons including staff, USOE representives, and other observers participated. The Associate Director for Coordination for LTI, the Field Consultant, the Training Director, and the LTI Director attended, and actively participated in the sessions.

Objectives for the three meetings and a brief evaluation follows:

1. *To preview and evaluate components of the Communications training package now being developed by Concern Group, Inc.*

Gary Allen of Concern Group presented the transactional analysis theory at all three sessions. Overall, his presentation was dynamic and well received with decidedly more favorable input from the New Hampshire and Denver meetings after modification of the presentation based on the Atlanta evaluations (written and verbal). Most Atlanta criticism related to level of presentation rather than disagreement with concepts presented. The input received by Concern, Inc. will be utilized in assembling the final communication package for LTI.

2. *Apply management planning/evaluation theory to specific Institute problems.*

At all three sessions current concepts in evaluation theory were presented. The consultant utilized was Dr. Ken Eye, Ohio State University Evaluation Center for Atlanta and Denver, and Dr. Al Schutte, Vice President, Taconic Data Research, Inc. in New Hampshire. A survey of the forms completed showed that in Atlanta and Denver almost 99% of the participants felt that the planning/evaluation concept presented will be helpful in current and future training

activities. Even in New Hampshire where some evaluation forms indicated that evaluation content was too general, there was an overall rating of 80% indicating that presentation combined with distributed materials would be useful in training activities.

3. *Receive input for improvement of evaluation handbook draft (mailed to participants in advance of programs)*

Most participants had read the handbook prior to the evaluation seminars. Input therefore was to the point and reflected thoughtful consideration of the handbook as a training aide. Less than one percent of written evaluations indicated doubt as to ultimate usefulness (with revision) of handbook. The recommendation centered upon additions to text and appendices, change in tone and content, etc. Participants appeared interested in the handbook, but did not see it as an important part of the programming for the institute—i.e. a chance for the group to discuss revisions together. One person suggested that the time would have been better spent in fuller discussion/exploration of evaluation theory with input provided individually by participants to training directors.

4. *Provided opportunity for Institute staff to engage in problems solving through sharing information*

More than 50 percent of attendees saw opportunity to exchange information with other institute directors/staff with similar problems as the most useful part of the institutes.

This would reinforce the decision to regionalize the program and divide them into groups concerned with similar training problems.

One observer noted in his written evaluation, "I found most of the concepts presented applicable and workable . . . Certainly the planning-evaluation handbook will serve a need . . . The whole Institute showed hours of preparation and thought . . . It was worthwhile and opened up many avenues of needed communication."

Certainly other evaluations were not as positive as this, particularly as they related to specific aspects of each workshop. But these comments are not overstated in summarizing the overall input from participants.

A number of areas of concern were aired as a result of the problem solving sessions. These include:

a. the problem of getting university commitment to on-going institutes which are proving successful. Also, most institutes exist as entirely separate entities from the formal library school program. Therefore, traditional library school education is not learning from either institute successes or failures.

b. the problem of training professionals (urban information) to be change agents, and sending them to libraries that are not ready to provide the opportunities needed—not ready or able to modify the system to effectively utilize the change agent.

c. the problem of training paraprofessionals for jobs which are now being largely filled by "professionally trained" librarians.

It was suggested that LTI might be an effective vehicle to provide a forum for discussion with library school faculties strategies for solving these and other problems.

Participants were provided the opportunity to suggest other areas of activity for the Leadership Training Institute. Many suggested the need to know more about what is going on in other Institutes in areas of curriculum content, training methodology, recruitment and placement procedures, student problems, attitudes, evaluations techniques, and finally the need for followup on Institute graduates. Was their training appropriate for the job situation they are in?

All of these areas of concern are being considered in LTI's planning for the months ahead.

Evaluation Components for Library Training Institute Proposals

In accordance with the U. S. Office of Education's policy of program accountability to achieve maximum benefit from the expenditure of funds, the Library Training Program is placing greater emphasis on individual project accountability.

Project evaluation and accountability as an ongoing activity is essential to assure the quality of training for librarianship. Careful consideration of evaluation during the program planning phases will contribute to more effective program implementation and provide the opportunity for restructuring during the operational phase. In order to assure quality control of the project, clearly defined needs must be identified so that measurable objectives can be devised. An evaluation schedule must be set up to insure objective evaluation of the project from its inception to its close. If objectives are vague, if no pre-design evaluated strategy is developed, if all relevant data and information are not systematically and objectively collected to implement the evaluation design, then a project has no real basis for improvement. On the other hand, when the objectives of a project are clear and measurable, when there are specific plans of work and data collection, and when sufficient resources are allocated to process the data adequately, then those objectives not reached may be worked on systematically until their attainment is assured. This type of continuing project evaluation and redesign is essential if program objectives are to be realized.

Project accountability must receive appropriate attention and support. It is to this purpose that evaluation plans, including criteria, procedures and instruments must be incorporated in all institute proposals submitted. Such evaluation should be provided independently

by two groups: (1) by the institution providing the training, and (2) by evaluator or evaluation team not involved in the planning of the fulfillment of the particular program.

PUBLIC SERVICE CAREERS CONFERENCE

Library Training

Two members of the LTI staff, the Training Director and the Field Coordinator, attended the Public Service Careers Conference in Atlanta, Georgia, April 17-20, 1973. For background information on the Public Service Careers Program, please see attachment.

The purpose of the conference was to enhance the knowledge and skills of Project Directors in human relations, evaluation skills, social science, community dynamics, and the process of training adults, with the hope that such knowledge and skills will increase effectiveness. Several experts gave talks and presentations on these topics with a question-answer period and discussion following each speaker. Two of the more involved (and heated) discussions concerned the role of the library employee as a human relationist and the library relation to the community.

In lieu of a scheduled speaker who did not attend, each of the five Project Directors gave a brief report on his or her project. This change of schedule was extremely beneficial to those conference participants who were not familiar with the Public Service Careers Program because it provided an opportunity for them to discuss theory and practice with the Director.

An interesting aspect of this conference was that it was being evaluated by a team headed by a Ph.D. candidate in Research and Evaluation at Ohio State University. Conference participants were given rating sheets at the end of each speaker's presenation and a summary sheet at the end of the conference. Participants will be apprised of the team's findings.

The conference was valuable for LTI staff members in being made aware of library programs in other government agencies, learning different approaches in training paraprofessionals, and, as at every conference, meeting and exchanging ideas with the people involved in these programs.

Appendix H

Sample Responses to LTI inquiry on:

Future National Library Training Goals

(Laurence Sherrill – Institute Director)
Inner City Library Training Institute
Milwaukee, Wisconsin

1. Types of Librarianship

   Possibly we should resist thinking about library education in terms of types of libraries (ie.: school, public) or in terms of service to patrons by age level (ie.: children, young adults, etc.). Future developments in systems and information networks would seem to demand expertise in the highly complex field of handling information of all types. If specialization is necessary, it should be in the area of the problems of urban information needs and resources. Specialization in terms of clientele may be achieved on the job.

2. Target Groups

   Targets should be students who are committed to social problem solving and who are interested in information in its social uses. Since this group is not inclined to enter library services as the profession currently exists, a rather elaborate job of recruitment is in order.

3. Content of Program

   Let us stop reordering our priorities according to fads, such as ecology, Right to Read, etc. Library training should be based on a study of society. Objectives should be determined by the identification of the *informational needs*, not library needs, of a highly complex society. This is a large order, but one which must be accomplished before pertinent training can be achieved.

   Why the emphasis on content? Education for urban librarians should include extensive supervised field training. Not only for inner city services, but for all urban services.

Future National Library Training Goals

(Elise D. Barrettee – Institute Director)

1. **Types of Librarianship (school, paraprofessionals, children's etc.)**

   School

2. **Target Groups for training (ethnic minorities, males, etc.)**

   Rural disadvantaged

3. **Content of Program**

   Media skills, general management skills for operation of superior school libraries.

Statements from Institute Directors and/or Directors of Public Libraries:

We have an interest in the preparation of media specialists for pre-school education programs.

We also have a strong interest in in-service programs for librarians in our service area.

Future National Library Training Goals

(Patrick Sanchez – Institute Director)

1. **Types of Librarianship (school, paraprofessionals, children's etc.)**

   There is a greater need for preparation of school library media specialists. A greater need for training minorities in at a Professional level rather than paraprofessional.

2. **Target Groups for training (ethnic minorities, males, etc.**

   Ethnic minorities.

3. **Content of Program (media skills, management, ecology, Right to Read, etc.)**

   Media skills and management.

Statements from Institute Directors and/or Directors of Public Libraries:

There is a greater need to recognize the abilities and intelligence of minorities such as the Mexican Americans, and make a greater effort to train them at the professional level. Greater emphasis in paraprofessional programs indicates that minorities are believed to be inferior and therefor cannot be trusted to succeed at the management level. Not only is this erroneous but a flagrant act of racism. Indeed, paraprofessional programs are needed but should not be considered at the highest level of achievement for minorities in Librarianship.

Appendix I

Leadership Training Checklist

For directors and faculty of Institutes for training in Librarianship–HEA Title II-B

In seeking the most effective approaches to providing leadership training which meets the needs of the majority of institute directors and faculty, the LEADERSHIP TRAINING INSTITUTE would appreciate your response to the following questions:

A. As a result of your experience with a Library Institute this year, would you be interested in further specialized training in the following leadership skills? (Number in order of priority.)

_ Formulating and reaching institute objectives
_ Instructional design and development
_ Evaluation, formative and summative
_ Group dynamics and interpersonal communications
_ Utilizing multi-media resources in instruction and reporting
_ Reporting and dissemination of institute progress and problems
_ Motivation of participants to reach personal/professional and institute goals
_ Other (please specify)

_____

*Institute Director*_____ *Institute Instructor*_____

B. Are there advantages to regionalizing training sessions rather than providing all training at a national center (usually Washington, D.C.)?

C. In your view, would the development and distribution of specialized leadership materials (print or AV) be useful in improving the quality of your institute? (Check one)

_ In addition to training sessions
_ Instead of training sessions

D. Do you prefer to use LTI staff or special consultants to help solve specific problems as they arise? (Check one)

_ In addition to training sessions
_ In lieu of training sessions

E. General comments and suggestions:

Appendix J

Leadership Training Institute
Seminar on Library Paraprofessional Training

SEPTEMBER 18 and 19, 1972

GRAMERCY INN
1616 Rhode Island Avenue
Washington, D.C. 20006

AGENDA

MONDAY, SEPTEMBER 18, 1972 Southscott Room

AM	8:30-9:00	Coffee and rolls – meet and greet!
	9:00-9:30	Introductions and brief comment from each participant. Overview of Seminar objectives – Dorothy J. Anderson, LTI
	9:30-9:45	Information needs of the Bureau of Libraries and Learning Resources– Frank Stevens
	continuous –	COFFEE – – –

Guidelines Meeting
September 18-19, 1972

Leadership Training Institute
Seminar on Library Paraprogessional Training

Participants

Shirley Adamovich, Program Coordinator
Pre-Professional Librarianship Institute
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Leadership Training Institute
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Junius Morris, Director
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Cleveland, Ohio 44114

Carlton Rochell, Director
Atlanta Public Library
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Atlanta, Georgia 30303

Alfred J. Schutté, Director – Education Division
Taconic Date Research, Inc.
374 Uniondale Avenue
Uniondale, New York 11553

Carl Whisenton, Chief
Reference Services Section
Defense Intelligence Agency Library
Washington, D.C.

Representatives from the Bureau of Libraries and Learning Resources:

1. Frank Stevens Chief, Training and Resources Branch
2. Burton Lamkin Associate Commissioner
3. Kathleen Molz Chief, Planning Staff
4. Yvonne Hicks Administrative Librarian
5. Ray Fry

LTI Staff

Harold Goldstein, Director
Dorothy Anderson, Program Coordinator
Bené Durant, Field Consultant

Appendix K

Leadership Training Institute
REFORMA Conference

Midtown Holiday Inn
University Drive and I-20
Fort Worth, Texas
April 6-7, 1973

Agenda

Friday, April 6, 1973

8:45 AM Coffee

9:00 Conference Objectives–Dr. Arnulfo Trejo, President, REFORMA

9:15 Exploring the Needs–the Spanish Speaking Americans and the Library Profession–Alberto Irabien, District of Columbia Public Library, Discussion Leader

1. Needs
2. Problems
3. Directions

12:00 Lunch

1:30 PM Implementation of Programs to Secure Needed Training for Library Services–Patrick S. Sanchez, California State College, Discussion Leader

1. Paraprofessional
2. Prospective librarians/continuing education
3. Improved community services through curriculum change strategies
4. Specific Educational activity/resources–Dr. Harold Goldstein, Director, Leadership Training Institute, Discussion Leader

Saturday, April 7

9:00 AM Coffee

9:15 Las Vegas Joint Meeting–REFORMA/RASD Program recommendations, Lillian Lopez, New York Public Library, Discussion Leader

10:15 Coffee

10:30 REFORMA Action Program–Objectives/recommendations for implementation–Robert P. Haro, University of Southern California, Discussion Leader

REFORMA Conference–Narrative Report

Dates: April 6, 7, 1973
Mid Town Holiday Inn
Fort Worth, Texas

Participants:

Dr. Arnulfo Trejo, University of Arizona
John Ayala, Long Beach City College
Alberto Irabien, Washington, D.C. Public Library
Robert Haro, University of Southern California
Patrick Sanchez, California State College
Marilyn Salazar, ALA Minority Recruitment
Alicia Godoy, Miami Public Library
William Ramirez, San Francisco Public Library
Natalia Davis, Brooklyn Public Library

LTI Staff:

Dr. Harold Goldstein
Brooke E. Sheldon

Observers:

Shelah-Bell Cragin, El Paso Public Library
Arthur Kirschenbaum, USOE

The meeting of key members of REFORMA was organized in response to a request from that group, and to meet the following objectives:

1. Formulation of an action program for REFORMA to improve library services to Spanish speaking Americans.
2. Complete plans for a program meeting at the American Library Association Convention in Las Vegas, June 1973.

The ten participants were asked to come "prepared to discuss the needs of the particular ethnic group you represent, mutual areas of concern, in order to begin a concerted effort to alleviate the problem."

In opening remarks to the group, Dr. Trejo, president of REFORMA, addressed the problem of effecting change in the library profession and noted that over the years Spanish speaking librarians "waited quietly, hoping that the status quo would change . silently questioned policies and work procedures. We have seen libraries measured by standards which, in our opinion, fall short in fulfilling the needs of our people. We have seen library schools accredited without a single course in the curriculum which would prepare librarians to serve the several million Spanish speaking residents of the United States. And so we continue to see Chicanos, Cubanos, Puerto Ricans, and many other Spanish speaking people deprived of services and information which libraries could provide if they were equipped with the right materials and staffed by qualified librarians."

As the participants began to articulate the complexity of problems to be explored, it became apparent theat needs fell into these major categories:

1. Recruitment–with emphasis on professional training.
2. Identification and education of library agencies that do not now serve the Spanish speaking.
3. Unity among Spanish speaking librarians to promote a group identity.
4. Vertical mobility for Spanish speaking librarians–more in the policy making echelon.
5. Inter-action with other national/state/local organizations with similar objectives.

Group consensus was reached about the priority need for REFORMA to increase the number of Spanish speaking entering the library profession.

Some specific steps for REFORMA to take in the area of recruitment and library education included:

1. A Spanish speaking librarian on ALA Accreditation teams.
2. Commitments from library directors to hire the Spanish speaking the interface with library schools.
3. Encouragement of library schools to utilize *practicing* librarians to teach community services.
4. Establishment of a referral network for placement of Spanish speaking librarians.
5. Study of current employment patterns of library agencies in cities with large Spanish speaking populations.
6. More Spanish speaking librarians into management courses.
7. Promotion of library orientation, vocational programs for high school, junior high students.
8. Cooperation with library schools to have funds allocated for scholarships for the Spanish speaking.

The organizational role of REFORMA as outlined by Robert Haro for presentation at the Las Vegas meeting is based on the assumption that although the Spanish speaking groups in the United States are much more similar than dissimilar, they do not have a collective identity. They need a vehicle to speak for them as a group. Haro proposed a self-perpetuating organization based on the similar concerns of the Spanish speaking to include *both language and cultural characteristics*. He noted that to make an impact on the American Library Association, and other organizations, *REFORMA will have to sell* both people and methodology.

To do this, it will need both structure and identity. REFORMA can, for example, provide lists of qualified librarians with specialties to meet needs of library directors. Thus it can provide a collective image with spin off through individuals to meet local and regional needs.

Haro suggests that:

1. REFORMA attempt to bring professionals and non-professionals together working for a career ladder that would eliminate the dead-end job.
2. REFORMA function as a watchdog and as an advisory body to ALA, State Associations, State Libraries, Library Schools, etc.

REFORMA should be an identity model to unify Spanish speaking librarians as it functions in areas of research as to how best to serve the needs of the Spanish speaking as an information system functioning as part of several other cultural systems. Pluralism is important in this kind of organization as is democracy -everyone must have the opportunity to state his point of view.

Finally, the most important element is an action program and those who carry out (i.e., REFORMA members) should also be "card carrying" members of ALA.

Discussion after the Haro paper led to a suggested addition to the by-laws which would provide for local chapters of REFORMA in appropriate states.

Major topics for small group discussion at the Las Vegas program will include: Recruitment, Organization, Communication.

A final session of the meeting was devoted largely to organizational details, i.e., purchase letterhead, communicate with professional journals, change by-laws to make office of vice-president succeed to president; duplicate all communications and circulate among executive board; improved communications to membership, etc.

Summary Evaluation

The first objective of the conference, formulation of a complete action program, was largely accomplished, although certainly not in minute and final detail. However, broad areas of agreement were reached as to the most pressing need (recruitment) and other priorities. Several policy decisions were made subject to membership approval (i.e., encourage formation of local chapters for program flexibility; interaction with and support of other organizations with similar objectives). The role of REFORMA as a watchdog and advisory group to ensure that the information needs of the Spanish speaking are met by the library profession was established. In setting these broad policies, many concrete suggestions for the action program were made and recorded.

The second objective, to complete plans for the program at Las Vegas was accomplished since all of the decisions made here will form the basis for the Las Vegas program presentations. A small committee is working out program details.

The REFORMA Conference provided a unique opportunity for long range planning by a group committed to improved library services for the Spanish speaking. All of the problems could not be resolved in a two day session, but the decisions made will enable REFORMA to begin immediately to take positive action in a number of priority areas.

The response to the Las Vegas program and increased membership in REFORMA will be immediate indicators of the value of the planning sessions. Increased numbers of Spanish speaking in the library profession and finally improved library services to the Spanish speaking are the long range performance indicators that can only be measured during the next two or three years.

Appendix L

Leadership Training Institute Advisory Meeting on Library Training Guidelines October 26-27, 1972

Skyline Inn
Washington, D.C.

THURSDAY, OCTOBER 26

AM	8:30-9:00	Coffee and Danish
	9:00-12:00	1. Introduction: Harold Goldstein, Director 2. Charge to the Advisory Group: Burton E. Lamkin, Associate Commissioner, Bureau of Libraries and Learning Resources 3. Review of current status of Title II-B grants, Frank Stevens, Acting Program Manager, Library Training
PM	12:00-1:30	LUNCH
	1:30-3:30	4. Are changed concepts of training institutes necessary?: Harold Goldstein a) content b) mechanism c) target groups 5. Presentation of proposed training models for consideration: Frank Stevens 6. Summary concepts – Bené Durant, LTI Field Consultant

FRIDAY, OCTOBER 27

AM	8:30-9:00	Coffee and Danish
	9:00-12:00	Working sessions on training models, Goldstein, Stevens, Anderson, Durant –Discussion of models –Development of new models
PM	12:00-1:30	LUNCH
	1:30-3:30	Working session continued
		Summary
		Reaction sheets

Leadership Training Institute

Participants – Guidelines Meeting
October 26-27, 1972

Participants

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LTI Staff

Harold Goldstein, Director Meeting Chairman
Dorothy J. Anderson, Program Coordinator
Bene L. Durant, Field Coordinator

BLLR Representatives

Burton Lamkin, Associate Commissioner
Frank Stevens, Acting Program Manager, Library Training
Yvonne Hicks
Elizabeth Hughey
Paul Janaske
Kathleen Molz
Patricia Smith

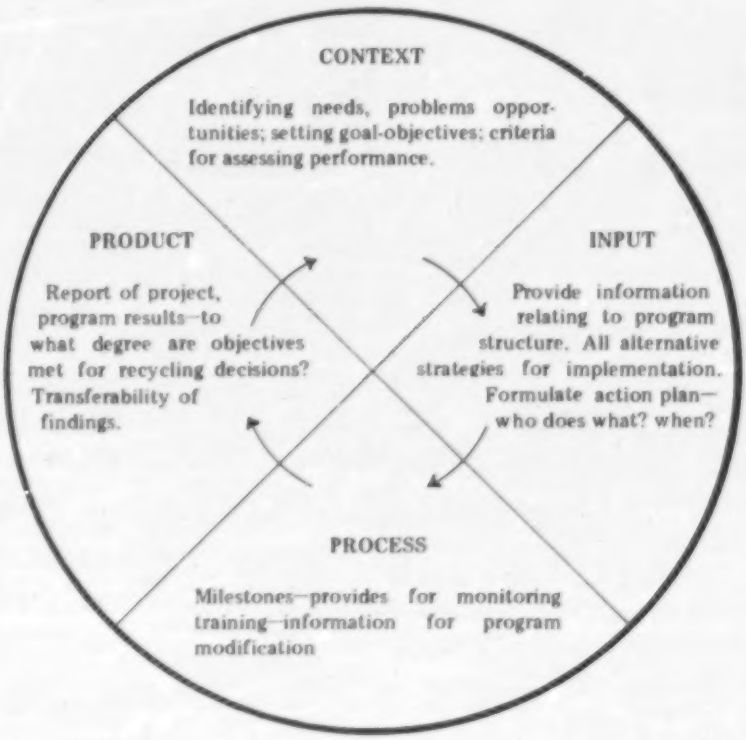
or alternates

APPENDIX M

USE OF CIPP MODEL IN LTI SELF-STUDY

Problem: Several Institute Directors and faculty members indicated a need for training in the area of planning and evaluation. Also, the Bureau of Libraries is now requiring II-B Institutes to place more emphasis on evaluation and measurement of results. This problem illustrates how LTI adapted the CIPP model for its training needs.

ADAPTATION OF CIPP—MODEL FOR ON—GOING EVALUATION, ACTIVITIES IN LIBRARIES


CONTEXT
Identifying needs, problems opportunities; setting goal-objectives; criteria for assessing performance.
PRODUCT
Report of project, program results—to what degree are objectives met for recycling decisions? Transferability of findings.
INPUT
Provide information relating to program structure. All alternative strategies for implementation. Formulate action plan—who does what? when?
PROCESS
Milestones—provides for monitoring training—information for program modification

Appendix M

CONTEXT

1. *The need* is established through:

a. Problem areas described by Institute Directors, staff, and students through on-site observation, check list questionnaires during on-site visits, requests for technical assistance.

b. The difficulty current II-B Institute staffs had in effecting mid-stream modification of programs, and an emphasis on product or summative evaluation rather than process or formative apparent in Institute reports.

2. *The objective*: to improve planning and evaluation skills of Institute staffs during FY 72-73. The criteria used for assessing validity of the objective, and for other aspects of the training activity, may be summarized as follows:

a. *Goal Relatedness* —The objective would be a concrete step in meeting the overall goal of LTI, "Improved leadership training skills for directors and staffs of federally funded institutes." It also met a priority need as expressed both by institute participants, and by administrators of the Title II B program.

b. *Feasibility* —It seemed reasonable that LTI could conduct training in this area since both the Training Director and the Coordinator had recent training in and practical experience in the areas of management, planning and evaluation. The Coordinator taught management at Federal City College, and the Training Director had recently directed the planning and process of a 5 year program for statewide library development. Additionally, resources were available to utilize outside consultants to assist in the training process.

c. *Efficiency* —This type of training is no more expensive to provide than any other type of training. It was also felt by LTI staff that many problem areas cited by institute staffs (eg. motivating students) related directly to an overall need for better administrative and planning skills rather than a minute focus on a specific problem so that providing expertise in these general areas would seem the most efficient effective way of attacking a number of widely variant problems.

d. *Effectiveness* —Since training in planning and evaluation (project management) was high *priority* for both participants and administrators, it held potential for having a maximum impact on improvement of Title II B training, and eventual impact on library education in general. Some performance indicators used in evaluating program effectiveness for the planning and evaluation training include:

1) number of institute staff members participating in training sessions, contributing to publication, etc.;

2) discernable improvements of evaluation segments of II-B reports;

3) improved planning for training proposals submitted to USOE;

4) evidence of use of or adoption of techniques presented in on-going II-B institutes;

5) greater use of outside evaluators by II-B institute staffs to improve *on-going* programs rather than as product evaluators.

INPUT

At several planning sessions throughout the fall the LTI staff brainstormed alternative methods of reaching the objective. Some of the alternative strategies considered were:

a. A metting of all Institute Directors (and key staff members) in Washington, D.C., or some other central location.

b. Regional meetings for attendance mixing type of institute.

c. Regional meetings by type of Institute.

d. On-site visits providing individualized consultant help in improving evaluation techniques.

e. Produce materials (AV and other) for distrubution to II-B institutes.

For all of these approaches the feasibilty of using a) LTI staff, b) outside consultants, or c) both were explored. Each stratgey was evaluated in the light of a number of factors, eg.: institute staff expressed a strong need to meet with other institute staff to explore problems of mutual concern; last year's centralized meeting of all staff in Washington was criticized by several attendees as "too big" and "unrelated to specific problems"; while training sessions could be useful, a handbook organizing some of the principales for future reference would reinforce the training, reach a broader audience, and fill a gap that presently exists. These and many other considerations were analyzed in selecting the final strategies to be used. Highest attention was also given to the criteria outlined above.

In making these decisions, the opinion of potential institute participants was sought (by telephone), and the evaluation forms from the previous year's training session were carefully analyzed as were reports of the Field Coordinator.

Two major strategies for achievement of the objectives were selected:

1. Three training sessions, one for each of the three major subjects areas of the institutes (urban information, paraprofessional training, and media specialist training) to be held at the site of three of the Institutes.

2. Production of a Planning and Evaluation Handbook applying recent management and evaluation theory to practical problems of training directors and other library educators.

Objective: Improve planning and evaluation skills of Institute Directors and Staff during fiscal year 1972-73.

This simple diagram recorded all major events that had occurred to reach the objective, and served as a creditability check so that LTI staff would not attempt the impossible.

As it turned out, the time needed for final receipt of feedback, writing, editing and printing of the handbook, exceeded expectations so that copy did not go to the

printer until the first week in June. Therefore copies were not available for distribution until September, 1973.

Expressed via the PERT chart, a more realistic view showing relationships between all activities is recorded. The critical path is the longest path and indicated the approximate time needed to complete all absolutely essential functions.

Each workshop session was carefully planned for detail through use of overall and individual meeting planning forms. (See Apendix *N*)

PROCESS

The three training sessions were conducted as scheduled, and this section will discuss to what degree program modification was achived.

The first session, held in Atlanta for Urban Information Institute Directors and key staff was well attended. Almost all Institute Directors brought at least one or more staff members. The presence of key staff added greatly to the overall quality of the disccussion as well as to potential for subsequent follow through. LTI Staff invited all participants to their suite the night before the opening session, and virtual open house was held after that through-out the meeting. This kept the LTI staff accessible for feedback, provided a forum for discussion of mutual problems, and for technical assistance.

On a more formal level, two evaluation instruments were designed, one for the communications segment of the program, another for the management evaluation seminar. (See appendix *D*)

After the Atlanta session, the training director analyzed the evaluation forms and made the following comments and observations to presenters and LTI staff for use in adopting presentation/program forms at two remaining sessions. For the communications seminar, it was suggested that less time be spent in reviewing transactional analysis principles, (audiences quite sophisticated) and that the seminar move quickly along into practical applications. The reaction forms indicated that more time could have been devoted to specific evaluation topics (get into detail earlier) related to library training (ie.: setting behavioral objectives). The group also suggested that less time could have been spent on handbooks, more on topics related to the "evaluated process," although almost all participants saw the handbook as a potentially useful item in their work. It was therefore suggested that the handbook as a program item be dropped, although suggestions would be solicited during the course of the remaining meetings. After Atlanta, overall feelings about the usefulness of the meetings was very positive with more interest evidenced in the evaluation seminar. (In New Hampshire these preferences were almost reversed.)

The Communications Consultant modified his presentation in New Hampshire and Denver, and received a decidedly more positive response. In New Hampshire, a different Evaluation Consultant was utlized. He had not attended the Atlanta meeting and did not attempt to relate his presentation to either specific evaluation models or specific institute evaluation problems, so it was impossible to test suggested modifications. The paraprofessional meeting was a small one and several outside observers were invited from the paraprofessional training field. Undoutedly these observers added strength to discussion but their presence also eliminated some of the freedom participants would have had to discuss current mutual problems.

Both the Communications and Evaluation Specialists did modify their presentation for the Denver meeting with, in the case of the former, a large degree of success. The evaluation portion was less successful, perhaps because this group (school media training specialists) were well along into their institutes, and in some cases it seemed too late to test many of the theories presented. Additionally larger numbers of students attended this meeting (based on the favorable reaction from their participants in the earlier meetings) and a large amount of time was spent discussing problems from the students' point of view. This was probably equally as useful and eye-opening to many of the participants, but left less time to devote to evaluation theory.

PRODUCT

What did the LTI staff learn from all this that could be applied in the training for 1973-74?

We learned that the heavy attention paid to detail and orginazation at the first institute (less evident in the other because of time factor) paid off in strong feedback as to the worth of the effort, and an ability to modify slightly as we went along, without losing the overall structure which is still very important to most people in the library training field. Even if objectives were "all wrong", the group wanted them explained fully, and carried out with adherence to the general structure of the program.

We found that one man's theory was another man's detail (minor) and there's probably no way of pleasing everyone on that score—or any other!

Going back to our original objectives, it seemed a good plan to regionalize by subject groups, but a better job could have been done tailoring the sessions to meet the specific interests each session, this might have been accomplished. Our plan to hold more mini-workshops on specific topics in 73-74 is an outgrowth of this experience.

Appendix *E* contains examples of participants reaction to the training sessions (and the handbook). Since there will be an overall summative evaluation of the objectively assess impact of the training.

It is however perfectly obvious that training conducted at this level hits a relatively small number of people, and its overall impact on improved quality of training for provision of informatation services is spotty at best. It is therefore incumbent on LTI to disseminate as widely as possible, and reinforce when appropriate. The handbook is one attempt to do this, and other parts or the dissemination effort are described in section II.

Appendix N

Format for Planning
LTI Training Sessions

Title of Meeting:

Dates:

Location

Purpose:
Information _____
Exchange Information _____
Decision Making _____

Objectives:

Participants:
Who

How many _____

Speakers:

Observers:

Consultants:

Total:

Local Arrangements Contact:

Alternate:

Hotel Rooms required _____
Transportation _____

Approximate Arrival time _____
Approximate Departure time _____

Meeting rooms: Local Contact _____
Number needed: _____

Location: _____

Seating Capacity _____

Public address System _____

Special Equipment needed _____

Overhead projector _____

Film projector & screen _____

blackboard, chalk, etc. _____

Other equipment needed _____

Costs _____ Who pays _____ Method _____
Operator for film projector _____

Water/glasses etc. for speaker's table _____

Registration:

Name tags for participants/staff/speakers _____

Typewriters _____

Signs _____

Information on meals, etc. _____

Policy decision maker on hand _____

Other:

Duplication of registration lists _____

Invitations to local guests _____

Arrangements/equipment for taping, recording sessions _____

Evaluation instruments re: meeting _____

Opportunity for feedback during meeting (i.e. put notes on bulletin board)

Methods - publicity

Handled by _____

Budget _____

Staff travel _____

Speaker/consultant Travel/honorariums _____

Equipment rental _____

Audiovisual operator _____

Telephone, supplies _____

Published reports _____

List topics to be covered (in order of priority)

(See planning sheets for individual sessions for program detail)